

UNIVERSITY OF NEWCASTLE

**SCHOOL OF EDUCATION, COMMUNICATION AND LANGUAGE
SCIENCES**

**An Investigation of the Place of Quality Management in the
Leadership Role of Head Teachers in Female Intermediate Schools in
the State of Kuwait**

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**A Thesis
Presented in Partial Fulfillment
Of the Requirements for the Degree of PhD
in Educational Administration**

by

Aroub A. Al-Qattan

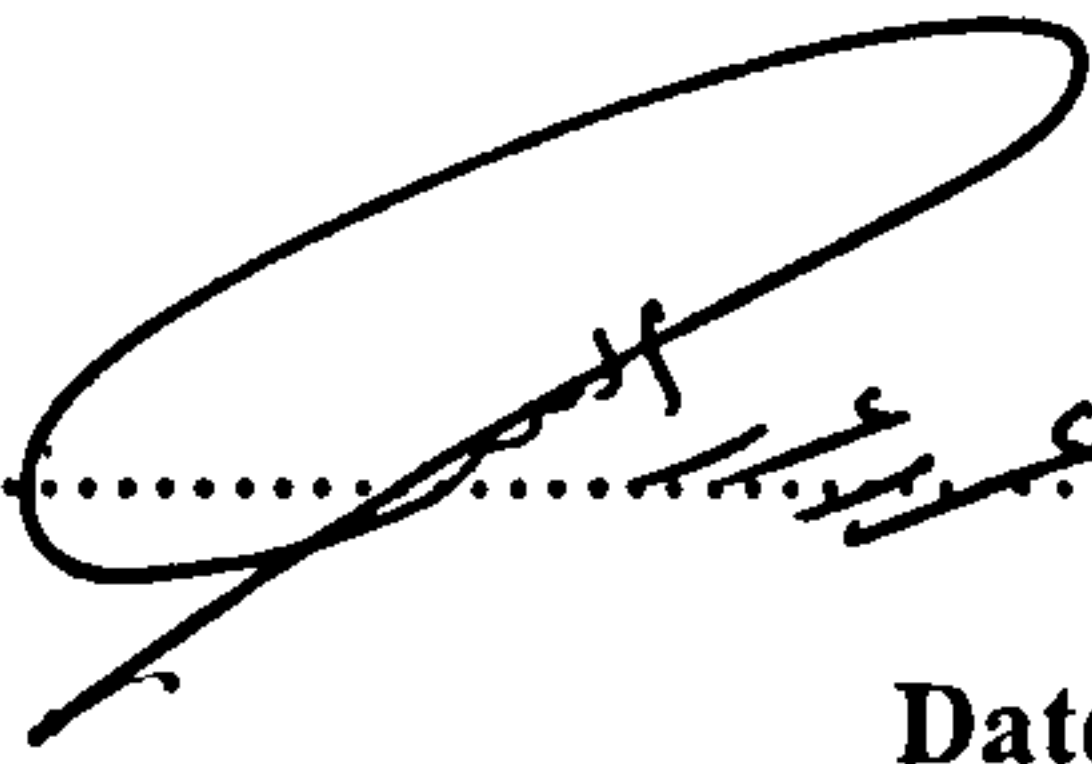
July 2008

Declaration

I, Aroub A. Al-Qattan, hereby declare:

- a) That this dissertation is my own original work and that all source material used is acknowledged herein;
- b) That it has be prepared specifically for a first degree of the University of Newcastle upon Tyne; and
- c) That it does not contain any material previously submitted to the Examiners of this or any other University

Signed



Date...22..07...2008.....

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Abstract

The growing concept of "customer-oriented approach", and market competitiveness led to the adoption of Total Quality Management and re-engineering in school management. The purpose of this study was to compare and analyse the level of implementation of Total Quality Management (TQM) principles in selected Kuwaiti female schools. This was with regard to the principals' roles, as assessed by principals, teachers, senior teachers and parents. This study aimed to: (a) identify principles of TQM in school leaders' practices; (b) recognise perspectives of teachers, senior teachers and parents of TQM in their working lives; and finally (c) examine if there is a mismatch between head teachers' attitudes and their perceptions of their actual roles in implementing Quality Management principles. To achieve these objectives, a combined research approach involving a triangulation of methods was adopted; data was gathered through semi-structured interviews that were audio-taped and transcribed verbatim. The findings from a multi-step interview process were used to build a conceptual framework for TQM principles, to show their presence and applicability in Kuwaiti female schools. Then the data was used to build a questionnaire administered to head teachers in order to gain their perceptions of TQM application, its desirable elements and possible implementation. Conclusions indicate that the overall concept of TQM in female middle schools in Kuwait, as perceived by subjects of the study, must be understood from a variety of perspectives and at multiple micro-and-macro levels. At the macro-level, TQM principles need to be considered, processed, and applied through the various systems and subsystems within a school district. At the micro-level, each individual who functions as a shareholder in the educational process (parents, teachers, principals, students) must practice these principles until they become intuitive. One common theme that was detected in this study is that the TQM principles are interrelated and integrative.

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Chapter One

The Problem in Context

1.1. Introduction

Many countries consider education as a nation's power to move and develop (Baqi, 2006). Education is an important public service, and, as such, it is not immune from the tidal force of "managerialism" and the prominence of "economic rationalism" sweeping the public sector. With emphasis being given to notions such as "efficiency," "effectiveness," "accountability," and "Total Quality Management", output-based schemes are being adopted in public education sectors across many developed countries. This paradigm shift privileges corporate models of organisational structures and functioning. The popular belief that education should serve economic purposes has been supported and promulgated by several supranational organisations, such as the World Bank and the Organization for Economic Cooperation and Development (OECD) (OECD, 1995).

The shift has been accompanied by a tidal wave of managerialism, including the following: the ideology of "the market knows best," reliance on performance indicators, corporate managerialism, commercialisation of research, the commodification of knowledge, and the emergence of a knowledge economy. These have unquestionably become a dominant "ethos" in public education across all of its levels from KG-12 to tertiary education level. It is against this wider policy context that educators now have a new use of language in the education sphere. Students are no longer students, but rather clients or customers; therefore, the curriculum is market-driven, and it encompasses practical courses and options from which students as customers can choose, or are oriented to choose, given the needs of the labour market (Slaughter and Leslie, 1997).

By introducing competition to education, together with the adoption of a "customer-oriented approach", different measures, such as Total Quality Management and

re-engineering, have been adopted in both the private and public sectors to assure "service quality" in the field of educational service (Brown, 1995, p. 114). With more weight now being given to "quality", there is a dire need for controlling the quality of educational service. The economic rhetoric of individual rights and the ideologies of "efficiency" are gaining momentum not only in industrialised countries but also in less developed ones (Bray, 1996).

In many nations of East Asia and the Pacific region, the notions of "excellence", "enhanced international competitiveness", "quality", "increasing system effectiveness", and the like, have become evident in education reform agendas (Chan & Mok, 2001). The state of Kuwait is not far from this agenda. There have been attempts at reforming its educational systems from these perspectives.

Education in the State of Kuwait is compulsory for boys and girls for eight years, comprising the primary and intermediate levels. This is preceded by kindergarten in which Kuwaiti children are enrolled between the ages of 4 and 6. The education system offers a number of different pathways to cater for the varied needs of young people. Kuwait has three levels of public education: Primary, Intermediate, and Secondary. General education begins with Kindergarten for 4 to 5 year olds and progresses through Primary (5 grades), Intermediate (4 grades), and Secondary (3 grades) (Kuwait Ministry of Education, 2006). Statistics show that net enrolment at the intermediate school level in Kuwait is at 83.7% participation; females make up a higher percentage than do males. Statistics indicate that there is a proportionate distribution of Intermediate schools in the main Kuwaiti districts (Ahmadi 25%; City 18%; Mubarak Al-Kabir 15%; Al-Farwanyya 15%; Jahra 14%; and Hawalli 13%). Furthermore, statistics suggest a higher, constant level of net enrolment of students at intermediate level. In all school districts, Kuwaiti female teachers outnumber male teachers (Kuwait Ministry of Education, 2006). Al-Jabr (2002) indicates that Kuwaiti women are more inclined to teaching than men.

Subsequently, she explained that the climate and work nature of teaching in Kuwaiti's schools is encouraged more in, and is more suitable for women than men

Statistical indicators for the past few years indicate that promotion and persistence levels are significantly high for Kuwaiti as well as non-Kuwaiti Intermediate school students alike, but as for failure rates, Hawalli school districts have significant rates of student failures, but the highest failure rates ever have been reported for Jahra school districts (Kuwait Ministry of Education, 2006).

Afaf Meleis and others (1979) explain that education provides individuals with the necessary skills which enable them to influence actively the economic and the political structure of a society. Therefore, education has become a major item in the national budget since oil exports began in the late 1940s. In 1971-72 over half the total government expenditures on public services were for education. In 1973-74, Kuwait's education budget exceeded the defence and health budgets, by nearly double. The National Strategy for Public Education – 2005-2025, where the basic needs for education have been defined, confirmed the importance of assigning a more lavish budget to education as well as identifying the prerequisites for rectifying the educational issues of Kuwait (Kuwait Ministry of Education, 2003). The National Strategy for Public Education – 2005-2025 proposes that, in order to achieve more school efficiency and educational improvement, more freedom of thought and more intellectual openness is required, which cannot be achieved but through a rigid educational system. This is the first phase of a national strategy for the next two decades (up to 2025). The second phase is that technological challenges and the digital divide between developing and developed nations require that the educational system be redressed to bridge this divide. The third phase is to build a national civilisation to keep pace with the information and communication technology, economic-cultural openness and globalisation. (Kuwait Ministry of Education, 2003, p. 4-5). Also, the need for supporting international dialogue, human rights, and respect for others, social merging, production values, social mobility,

economic development, curriculum development, optimal physical and human resources development is at the base of National Strategy for Public Education – 2005-2025 (Kuwait Ministry of Education, 2003, p. 6-7).

The overarching goal of education expected to be achieved at the Intermediate schooling stage is to help students develop spiritually, intellectually, psychologically, socially, and physically. At the intermediate level of schooling, the national goals of education are to help students:

1. Recognise the facts and tenets of the Muslim religion, and develop citizen skills
2. Acquire basic knowledge and skills, especially by developing a positive attitude towards scientific thinking and an inclination towards self-learning and autonomous learning.
3. Acquire tendencies, attitudes and propensities towards knowledge formation, integrity, self-control, and accountability.
4. Acquire facts about the Arab and Muslim society and develop a propensity towards effective, positive partnership in leading the community in an ever-changing world.
5. Acquire facts about physical development and build a positive attitude towards general hygiene and good healthy habits (Kuwait Ministry of Education, 1997, p. 22-23).

In this way, education now focuses on

[...] results and efficiency and effectiveness, decentralized management environments, flexibility to explore alternatives to public provision of services, establishment of productivity targets and a competitive environment between public sector organizations, along with the strengthening of strategic capacities at the centre of organization. (Taylor, 1997, p. 51)

Administrators in most world educational systems and institutions today are concerned about quality and with how to make certain that quality assurance systems and mechanisms are appropriately implemented in their institutions. At the same time, ministers, bureaucrats, employers, and people in the business sector are becoming ever

more aware of the importance of both the quality of the output of public education at all levels. Therefore, in recent years, Total Quality Management (TQM) has become something of a social movement the world over (Hackman & Wageman, 1995, p. 309). A fundamental premise of TQM is that the costs of poor quality (such as inspection, rework, lost customers, bad management, wastage of resources, and so on) are far greater than the costs of developing processes that produce high-quality products and services (Hackman & Wageman, 1995, p. 310). This means that TQM requires the hiring of well-prepared, well-trained staff and faculty, and more flexibility in managing material and human resources in the schools. But, "less is more" – the less the number of qualified people in human resources, the more efficient the organisation becomes.

Quality is the most significant word in the acronym, TQM it is viewed as ultimately and inescapably the responsibility of top management. In the top-down management system in Kuwait, top managers need to first be acquainted with the privileges and advantages of TQM, and be familiar with the applications of TQM in their schools. Once they become familiarised with TQM, they will transfer the system to middle and lower levels of management. Because senior managers create the organisational systems that determine how products and services are designed and produced, the quality-improvement process must begin with management's own commitment to total quality. Employees' work effectiveness is viewed as a direct function of the quality of the systems that managers create (Juran, 1974; Ishikawa, 1985; Deming, 1986). Therefore, quality leadership is widely accepted as being a key constituent in achieving school development (Ofsted, 2000).

Undoubtedly, the head teacher plays a great role in the development of a school, either by his or her managing style or by his or her educational planning for the school. However, schools need to respond positively and creatively to the needs and expectations of society in a context where there is a growing shortage of investment resources.

Educational leaders have to cope with planning for change to bring about 'continuous improvement' (Murgatroyd & Morgan, 1993, p.64).

School improvement and educational leadership have become recurring themes in Kuwaiti public education, repetitively emphasised in public and political discourse. Holistically, effective leaders can achieve school effectiveness because one characteristic associated with an effective school is the quality of leadership provided by the head teacher (Reynolds, 1996; Reynolds, et al., 1996, p. 15). Therefore, Crawford (2002b, p. 273) adeptly notes that, "Strong leadership by the head teacher is a characteristic feature of all schools that are making good progress".

Calls for reform, especially at all levels of management, have arisen to emphasise tougher academic standards to restructuring schools and teaching, which involves making systemic changes at the local level in order to maximise learning and teaching (Crawford, 2002a). Therefore, whether or not the criticism levelled at the schooling system in Kuwait is warranted, Kuwaiti public education continues to be perceived by many as inadequate and in need of change, especially in management roles. Such pressures for change have made Total Quality Management (TQM) an appealing concept amongst school leaders and educationists in the country. Principally, TQM is an approach to managing organisations in a manner that helps them operate more effectively, in order to improve the quality of their product or service. TQM is an improvement strategy that has been developed in industry to bring about necessary change in response to market forces. In the Arab world, interest in quality management first occurred in the 1990's in some primary research studies (Jawad, 2000). The philosophy of TQM is that it should provide a coherent and cohesive approach to change. Therefore, the concept was imported into the field of education. Conceptually, the term is more than just this simplistic meaning; it is an elusive and sophisticated concept whose applications and meanings in education are uncertain (Lewis, 1996). TQM is a management approach more than just the unequivocal "getting more from less" as already noted; it is nevertheless the ideological symbol that

legitimizes those organisational practices that "get more" productivity, control, mobility and profit by intensively and irreversibly transferring skills from humans to hardware/software ensembles. Total Quality Management means 'developing and maintaining the organizational capacity to constantly improve quality' (Cohen & Brand, 1993: xi-xii). TQM is a 'strategic integrated management system for achieving customer satisfaction through the involvement of all employees and continuous improvement of all the organization processes and use of resources' (The Federal Quality Institute, 1990, p. 7). According to Hackman & Wageman (1995, p. 310-311), "the TQM strategy for achieving its normative outcomes is rooted in four interlocked assumptions-about quality, people, organizations, and the role of senior management".

The first assumption concerns quality, which is assumed to be less costly to an organisation than is poor workmanship. The underlying notion of TQM is that, economically speaking, the cost of poor quality in organising, monitoring, and managing work is far greater than the cost of developing processes that produce high-quality products and services. Albeit, the organisational purposes adopted by the TQM authorities do not explicitly tackle traditional economic and accounting criteria of organisational effectiveness; TQM connoisseurs' view is that organisations that produce quality goods will eventually do better even on traditional measures such as profitability than will organisations that attempt to keep costs low by compromising quality (Juran, 1974; Ishikawa, 1985; Deming, 1986). The strong version of this assumption, implicit in Juran and Ishikawa but explicit and prominent in Deming's writing, is that producing quality products and services is not merely less costly but, in fact, is absolutely essential to long-term organisational survival (Deming, 1993: xi-xii).

The second assumption about TQM has to do with people. Assumedly, workers are naturally inclined to care about the quality of work they do and will take initiatives to improve it inasmuch as they are provided with the tools, training, and sufficient incentives that are needed for quality improvement, and management pays attention to

their ideas and suggestions for improvement. In this vein, Juran (1974, p. 54) aptly observes: "The human being exhibits an instinctive drive for precision, beauty and perfection. When unrestrained by economics, this drive has created the art treasures of the ages." Deming and Ishikawa further reaffirm that an organisation ought to remove all organisational systems that create fear, and introduce incentive-based organisation systems that encourage a quality service or product (Ishikawa, 1985, p. 26; Deming, 1986, p. 101-109). The TQM principles of empowerment effectively transform the nature of student/teacher interactions so that they become more positive and less punitive and coercive in nature; this boosts internal motivation within the learning institution (Bailawi, et al., 2006). The third assumption surmises that organisations are systems of highly interdependent constituents, and the central problems they face invariably cross traditional functional lines.

The final assumption is about senior management. As stated earlier in this chapter, quality is discerned as ultimately and inescapably the responsibility of higher-order management; i.e. in schools, the principals. Even in Arab societies, top management, particularly in educational institutions, such as principals, head teachers or deans, are academically, technically, and financially in charge, and have ultimate responsibility for, their institutions. Because top managers, i.e. school principals, create the organisational systems that determine how schooling services are designed and delivered, the quality-improvement process must begin with management's own commitment to total quality. This is compatible with the thoughts of TQM authorities for whom work effectiveness is viewed as a direct function of the quality of the systems that managers create (Juran, 1974; Ishikawa, 1985; Deming, 1986).

More specifically, Total Quality Management is grounded in four theories of knowledge that Deming calls the System of Profound Knowledge (1989):

1. The System Theory describes organisational structure as a total system. All jobs are interdependent. People need to understand each other's job responsibilities and communicate between departments.
2. Understanding Variation, which is inherent in all systems, is the second theory. Data is collected to identify causes of variation and make systems more efficient.
3. The third theory is the Theory of Knowledge. It emphasises the importance of prior knowledge to predict how the system will react to change.
4. Lastly, the Theory of Psychology values employees and explains how to motivate them intrinsically.

Prior research has detected a strong, positive correlation between TQM and educational reform (Holt, 1993), where TQM has been heralded as the last best hope for the enhancement of public education (Lewis, 1996; Harris, 2000; 2001; 2002). TQM, furthermore, has been linked to the effective schools movement in some advanced countries (Lezotte, 1992), cooperative learning/teaching (Johnson & Johnson, 1994), outcome-based education (Nyland, 1998), general school restructuring (Melvin, 1991a; 1991b), strategic leadership (Davies & Davies, 2005), and standards-based education (O'Shea, 2005), to mention just a few.

It is clear that schools must continually reassess the needs of students and their parents or custodians as well as the needs of their teachers and the local community, the results of which must be incorporated into an improvement strategy to work towards standards of quality for education (Hunt, 1992). One way of initiating a comprehensive and systematic transformation is to use the TQM principles (Salmon, 1993), which improve teacher training, the school system, teaching methods, leadership patterns and management styles of head teachers (Watson, 2000; Garret, 2005).

1.2. Background and Statement of the Problem

In Kuwait, many corporations are in search of excellence and quality. Schools are also seeking quality in their work with their most important customers being the students they serve, though this orientation is centralised; i.e. planned and implemented from a top-down perspective of administration. Secondary customers of equal importance are the parents and the community at large. Finally, the future of the state of Kuwait depends largely on the quality of its schools.

Therefore, quality is at the top of most agendas and improving quality is probably the most important task facing any institution. Despite the need for high quality systems in Kuwait's schools, many head teachers still implement old strategies in school management that will surely affect the school's level and performance. The Kuwaiti Centre of Research and Studies in April 1997 (Report No 22), referred to the following issues: firstly, there are some problems between the school administration and the local community. Secondly, many experienced head teachers and deputy head teachers do not include new teaching staff in the running of the school which, in the long run, may affect the quality of educational output, including the quality of instruction *per se*. Thirdly, schools are required to employ teachers in administrative work such as registration as a result of bad management or the shortage of administrative staff (Ministry of Education, 1997). Moreover, School Administration, a study by the country's Ministry of Education (1999) states: "there is a need to train teachers in administrative skills, in ways of making correct decisions, and in the use of computers and technology" as a step towards achieving quality in management and instruction.

In Kuwait, one may observe that the performance results of private schools are higher than those of public schools (Jawed, 2000). The most important reason for this is that the private sector implements quality management (Hana, 2000). However, experts confirm that 40-50% of the cost of services provided within the state sector is wasted

because of carelessness regarding quality (Al-Jabr, et al., 1999). The assistant Secretary of Public Education showed that 60% of school administrative staff are at middle rank (according to the standards of administrative performance of Ministry of Education), while others do not have the satisfactory rank (Hana, 2000).

Common causes of poor quality in education can arise from a variety of sources, including poor curriculum, unsuitable buildings, a poor working environment and poor leadership. It can be argued that school leadership is a fundamental source of poor quality in education, and to remove the cause of this problem it is necessary to improve and reorganise the managerial system in schools. This may require a change in policy or perhaps instigation of a new training programme. The important point to note is that it is only the leadership who can put right such problems. Only they have the authority to make policy or to re-design systems. Other staff may see the necessity of change, but implementation will only happen if the leadership takes action.

Morrison's (1998, p.56) view is that improvements are required in the educational operation to make "schools move from fixed standards to continuous improvement, from individual process systems to team process systems, and from control and command to commitment and teamwork. However, the ability and willingness of the leader to share power and involve others in key decisions and direction setting will be crucial to the Organization's success."

Springing from this background, the researcher intends to investigate the leadership role of all head teachers in Female Intermediate Schools (FIS) in the State of Kuwait. That is going to be achieved by examining the teachers' and senior teachers' perspectives as to what extent TQM factors are perceived to be part of the in their daily work; and parents' perspectives of head teachers' work regarding Total Quality Management. Furthermore, the head teachers' attitudes towards each factor of TQM and their perception of their actual roles in TQM will be investigated. Consolidated these findings will help to identify the place of TQM whether these are perceived to be part of

the daily practice, and to explore the principles of TQM which are not available in their actual roles.

This study, therefore, is an attempt at unraveling the intricacy of TQM's in Female Intermediate Schools (FIS) in Kuwaiti public education. In this vein, the main problem of the study can tacitly be expressed in the following main question:

To what extent does the leadership role of head teachers in Female Intermediate Schools in the State of Kuwait match with the principles of Quality Management?

The study's primary focus is on how groups of individuals (parents, teachers and head teachers) are involved in monitoring, or enjoying the implementation of TQM in FIS as reflected in head teachers' roles by putting it into practice in their respective school districts.

1.3. Purpose and Objectives

Consequently, the purpose of this study is to investigate the leadership role of all head teachers in Female Intermediate Schools in the State of Kuwait in order to:

1. identify principles of TQM in school leaders' practices;
2. recognise perspectives of teachers, senior teachers, of TQM in their working lives;
3. recognise perspectives of parents , of head teachers' works as participants in educational process; and finally
4. examine if there is a mismatch between head teachers' attitudes and the actual roles in implementing Quality Management principles.

1.4. Research Methodology

The purpose of this study, was basically to identify the implemented elements of TQM in female intermediate schooling in Kuwait, from the viewpoint of parents, teachers, senior teachers and head teachers. And to show how TQM affected the educational organisation's beliefs, behaviours and outcomes by recognising whether there

is a mismatch or not between TQM principles and head teachers' roles. Therefore, this is exploratory research, the central theme of which is to investigate the place of TQM in the leadership role of head teachers in all public Female Intermediate Schools in the State of Kuwait. A qualitative/quantitative approach of research has been used for this study. Triangulating and integrating semi-structured interviews and questionnaires over a five-stage process of investigation, to gather views on the application of principles in head teachers' practice.

1.5. Research Questions

I. Key Question

To what extent does the leadership role of head teachers in Female Intermediate Schools in the State of Kuwait match with the principles of Quality Management?

II. Sub-questions

1. What are the perceptions of classroom teachers and senior teachers of the extent to which TQM is a factor in their working lives?
2. What are the perceptions of parents of the work of head teachers regarding Total Quality Management?
3. To what extent are the principles of TQM incorporated into the role of head teachers in FIS in the State of Kuwait?
4. Is there a mismatch between head teachers' attitudes and the actual role in implementing Quality Management principles in FIS in Kuwait?
5. What are the barriers to the implementation of Quality Management principles with regard to the role of head teachers' in FIS in Kuwait?

1.6. Significance of the Study

1.6.1. Need for the Study

Quality Management (QM) has become an all-pervasive management philosophy, finding its way into most sectors of today's society. The significance of this study stems from the changes that Arab societies are currently facing. These impose upon their administrative organisations the requirement to modify their traditional administrative methods, and adapt new approaches to administration. The importance of implementing QM is increasing. As Stupak (1993) stated, TQM can be applied in the public sector because of an increasing demand for improvement of quality in the state sector; more participation of customers in the process of offering; greater enablement of customers to give their views on the quality of services provided; higher demand for specification of features of performance; and increasing tendencies to make long-term plans (cited in Haigan, 1994).

1.6.2. Originality of the study

A review of relevant literature in the Kuwaiti environment suggests that this study is significant because there are very few case studies or evaluation studies that assess the results of the implementation of a TQM programme, especially in K-12 educational institutions. Previously, evaluation studies have been conducted in industry or business sectors, or in the educational sector at the tertiary level. This study may be considered as the first research investigation into the place of QM in the leadership role of head teachers in all Female Intermediate Schools in the State of Kuwait. Therefore, the researcher hopes that this study will encourage future researchers in Kuwait to pay more attention to, and focus more research upon, the neglected area of educational management. There have been very few published studies conducted on QM in Kuwait generally, so the researcher hopes to provide other researchers with new evidence that may be considered a significant source in educational management. What is more, the results of this study may also be relevant for organisations interested in human resource management and training, and may also serve as a guideline for further, related studies.

1.7. Rationale for the Study

Total Quality Management is a methodology that, if properly implemented, can help education professionals cope with today's changing environment. It builds on the assumption that schools are like all other organisations. They pursue quality, and seek ongoing improvement; they require hands-on leadership, massive training programmes as a prerequisite of quality, and that everyone in the organisation must be trained on a regular basis. Therefore, with public schools' enthusiasm for adopting this working system, TQM may become an approach to help reform a deteriorating educational system that goes short of quality. This is because TQM provides a flexible infrastructure that can respond to changing demands of an organisation by its customers, i.e., students, parents and communities. Furthermore, the quality movement with its promotion of pride, collaboration, self-determination, teamwork, and competition can effectively lead to major enhancements in the educational system. The Total Quality Management model focuses on a decentralisation of management.

1.8. Organisation of the Study

This study is presented in seven chapters:

Chapter One, the Problem in Context: introduces the problem in its context against related research and theoretical backgrounds. Then, it moves to presenting the purposes of the study, significance, the research methods and questions, the significance of the study, originality of the study, the rationale of the study, and the organisation of the study.

Chapter Two, Review of Literature Related to Educational Management and Leadership: presents the review of related literature that focuses on the status of school administration in Kuwait, and the new project of enhancement.

Chapter Three, Review of Literature, Pertinent to Educational Administration and Total Quality Management: further reviews research and theoretical dicta regarding TQM applications to school administration by moving on to a discussion of the historical

perspectives of Total Quality Management and the mechanisms for implementing its principles in schools.

Chapter Four, Methodology: presents the research method and instrumentation applied the design, a description of the sample, and the data collection procedures.

Chapter Five, Results, analysis and discussion for the preliminary phase: includes the analysis of the findings of stage one and two.

Chapter Six, Results, analysis and discussion of the main element of the study: this chapter presents the data of stage three, four and five, and the statistical treatment that was utilised for analysing questionnaire with particular focus on the survey results which are significant to the overall purpose of this study.

Chapter Seven, Recommendations and Further Research Suggestions: This presents a synopsis of the thesis, the concluding remarks, implications, recommendations and suggestions for further research.

Chapter Two

Review of Literature Related to Educational Management and Leadership

2.1 Introduction

This chapter presents an overview of the status of educational administration, and the role of school administration in Kuwait, the roles of school principals (generally called head teachers in Kuwait), both managerial and educational, and the vision and mission of school administration in that country. In this strand, the chapter discusses the centralisation of educational administration in Kuwait versus the decentralised type of administration in the UK. Within this, this chapter reviews the main concepts of management, leadership, and administration in schools, and moves on to discuss the characteristics of quality leadership in schools.

2.2 Management of Organisations

Common sense and experience indicate that the way labour is organised is determined by the interaction and type of co-operation between the people in an organisation, as well as by interaction between the organisation and the community, and all are determined by the type of management prevalent in the organisation. Management is a type of human behaviour, and it is effective only when human needs, embodied in objectives, are met. In formulating objectives, acquiring and committing the resources required to reach them and ensuring that the objectives are met and resources found is inevitably a social process (Paisey, 1981). For the layperson as well as for the specialist, management comprises directing and controlling a group of one or more people or entities for the purpose of coordinating and harmonising that group towards accomplishing a goal. Management often encompasses the deployment and manipulation of human, financial, technological, and natural resources. One can also think of

management functionally, as the action of measuring a quantity on a regular basis and of adjusting some initial plan, or as the actions taken to reach one's intended goal. From this perspective, Henri Fayol usually referred to as the father of administration, considers management to consist of five functions: planning, organising, leading, coordinating, and controlling (Fayol, 1949; 1987). Many of today's management theorists (Daft, 2005) have reduced the five functions to four: (1) planning, (2) organizing, (3) leading, and (4) controlling.

According to the literature on the social psychology of organisations (Greenberg & Baron, 1997), it is known that individuals see the world in different ways because they are embedded in different worldviews. Because the world of human experience is ambiguous, frames of reference shape how situations are defined and determine what actions take place. Using this logic, one may say that the worldviews of leaders are produced by their early experiences. The mix of these influences will naturally vary from person to person and sector to sector, however, learning from experience often plays a more powerful role than formal education.

Historically, management has developed along a three-stage path. Its first structure was strictly hierarchical. Factories functioned with a high degree of centralised control and expected only basic robotic responses from workers, and the individual initiative had little value (Bush, 1995).

Post World War II management began to offer some opportunities for individual initiative amongst employees, given such concepts such as division of labour, accountability, organisational performance and organisational effectiveness. At this stage of development in managerial theory, managers attempted to bring their experience from management training into the organisation. They truly wanted to "manage by objectives," to be more participative. Some managers attempted to provide a high level of inclusion and association for their employees. However, those earlier developmental managers neglected to establish a minimal structure upon which subordinates could gauge their

performance and outcomes. This led to great dependence on the manager, who sometimes held unusual standards (Bush, 1995). At a later developmental phase of managerial theory the line of authority was replaced by a 'line of response', which provides quick and easy access to resources such as current information, policy perspectives and contracts. There is no ruling elite, thus more space for delegation of authority; in other words, the concept of top-down management has been witnessing change, and top managers can now delegate much of their authority to middle and lower management personnel in order to make an easy flow of work.

The development of human capital is the highest priority, no matter what managerial style is being followed. Moreover, the establishment of a psychologically safe climate is essential in order to glean maximum creativity. Each employee may require situational leadership in some areas, yet each employee benefits from a supportive organisational climate. This climate has been captured by later managerial theorists, who introduced the concepts of 'organisational climate', 'organisational health', and 'organisational loyalty'.

The concept of organisational climate refers to the individual perceptions and cognitive representations of the work environment. Research has established the importance of shared perceptions as underpinning the notion of organisational climate for an effective management of organisations (Anderson, 1998; Mathisen & Einarsen, 2004). As well, research has also found a very strong link between organisational climate and employee reactions such as: levels of stress, absenteeism, commitment and participation (Rose & Waterhouse, 2004; Bushwell, 2007). Several authors in the organisational development field refer to a related term, 'organisational health' which is a manifestation of the effectiveness of the organisation; Beckert (2003, p. 770), for example, defines organisational development as 'an effort [...] to increase organizational effectiveness and health through planned interventions in the organization's processes, using behavioural science knowledge'.

Relevantly, organisational loyalty as defined in the new British Standards Institution's, Publicly Available Specification PAS – Improving Loyalty, as “employees, customers and investors having strong allegiance to and trust in the organisation founded on positive experiences of previous interactions (p. 46). This is frequently termed ‘emotional loyalty’ because it relies on an individual’s feelings as well as their needs.

In developing human capital, organisations turn their attention to enriching and empowering the employee so that he/she can experience positive transformations in their performance which totals up to the whole organisational performance; empowerment and delegation of authority are effectual in this vein. However, the major change is that the organisation no longer sees its purpose as producing or delivering a particular service. The main purpose of the organisation is to provide the optimal environment and climate in which human beings can transform. This brings in healthy working conditions, and an appropriate organisational climate, which strengthens the employees' loyalty to their organisations.

In recent years, various theories or precepts have emerged relating to the management and leadership needs of large complex educational institutions (Gray, 1982). In fact, management and its techniques are applicable at all levels of the educational service. This brings us closer to a definition of educational management. Educational management can be defined as: ‘the acts by which the manager can control, motivate, and guide his/her institution personnel, to achieve the institution and staff objectives’ (Al-Jabr, et al., 1999, p. 20). In addition, Khawaja (2004) identified educational management as a set of integrated processes for achieving desired education objectives. Roomi (2000) confirms that educational management is the total of processes, and means that direct human and physical capacities and potentials towards achieving the educational system’s prescribed and planned objectives. Bolam (1999, p.194) says educational management refers to an executive function for carrying out agreed policy.

In Europe as well as in the US, the focus on management and administration has been driven largely by the perceived correlation between high quality management or leadership and effective schools (Johnson, 1992). According to Caldwell & Spinks (1988), educational management involves more active, collaborative decision-making; this would mean viewing the school as a complex social system where different management tasks are carried out at different levels of the system by a variety of people. On the other hand, Khawaja (2004, p. 9) defined school management as “The set of organized efforts made by school personnel in order to achieve the education objects at the school level”.

2.3 The Relationship between Educational Administration and School Management

Many educators consider that school management is another form of educational administration. This means the latter term subsumes the former. However, some specialists consider school management to be completely different from educational administration, while others see it just a part of it. Metawa (2003) states that there is a common mixing of these two concepts although each one has different characters. Glattr (1972) (Cited in Sadeq, 1995, p: 301) confirmed that it may appear initially that there is no difference between school management and educational administration. In fact, there are many differences between the two concepts in terms of processes, mechanisms and objectives. More specifically, Murphy and Hallinger (1992) explained that school management is the executive tool of educational policy, whereas educational administration is specialised in drawing this policy. The relationship between educational administration and school management is the relation of the whole with the part. Educational administration provides financial and technical aid and assistance to school management and supplies it with the needed manpower to execute the general policy and achieve the educational aims set out. It also supervises and monitors it to ensure the

proper implementation. In this vein, Al-Ghanem (1986) stated that educational administration is more general and comprehensive than school management. Metawa (2003) gave more details about the differences between the two concepts when he said:

Administration means the activities that are carried out by administrators at the higher levels of the central and decentralized educational apparatus in the local areas (planning – organization – decision making – deciding the general aims – producing curricula and study courses – deciding the age for attending school and leaving it – deciding the educational scale – deciding the dates of exams in the general certificates); whereas the term management refers to the work inside the subsidiary administrations and school units; that is the executive apparatuses. (p. 132)

In brief, it is not possible to understand school management apart from educational administration because the character of the school is completely affected by the educational system. In other words, the type of school management is affected by internal as well as external factors, related to school administration and the school district administration policies at large, be they administrative, financial, or of time and policy.

2.4 Leadership

Leadership is a way of focusing and motivating a group to enable them to identify, recognise and later to achieve their aims. It also involves being accountable and responsible for the group as a whole. So a leader should: provide continuity and momentum, and be flexible in allowing changes of direction. Ideally, a leader should be a few steps ahead of their team, but not too far for the team to be able to understand and follow them. So leaders must have a wide range of skills, techniques and strategies. These include: planning, communication skills, organisation and awareness of the wider environment in which the team operates (Jarvis, 1999).

There is a debate about whether leadership should be concentrated in one person or distributed among members of a team. Traditionally, a permanent team leader would

be appointed by more senior levels of management or elected by the group. This technique relies on the assumption that one single person has all the strengths required.

However, it has been argued that:

[...] on the best teams, different individuals provide occasional leadership, taking charge in areas where they have particular strengths. No one is the permanent leader, because that person would then cease to be a peer and the team interaction would begin to break down. (De Marco, 1987, p.155)

This approach would eliminate the problem of a leader being isolated from his/her group. It must be emphasised, however, that the continuity and focus of the group must not be lost. Thus, the best compromise may be to have a permanent leader who is flexible enough not only to delegate responsibility for individual tasks, but also to let others take leadership of the team as required. Leaders do not work in a vacuum, and school leaders particularly must not exercise their authorities in 'an antiseptic, frictionless environment' (Dantley, 1990, p.588). In this sense, Dantley (p. 587) writes:

Leadership simply does not function in a world of pristine asceticism nor is it immune to feedback from the individuals who are led. This "messy" perspective of viewing leadership results from an understanding that organizations, especially schools, are not totally rational. That is, they simply are not monolithic constructs that defy demystification. They are not self-regenerating entities, unanswerable to or affected by the thinking of those who comprise them. Rather, schools are "peopled", and as such they are destined both to conform to as well as shape the thoughts, ideas, and philosophies of those who populate them. As they follow the direction of the leader, individuals within a school as well as those in school communities both constrain and enable the development of school leadership through their own personal customs, character dispositions, and daily behaviours.

2.4.1 Leadership Styles

The vast literature on leadership has inevitably generated many alternative and competing models. Some writers have sought to cluster these various conceptions into a number of broad themes or types:

4.1.1 Instructional leadership

Leithwood et al. (1999), point to the lack of explicit descriptions of instructional leadership in the literature and suggest that there may be different meanings of this concept. Their definition is as follows: "instructional leadership models typically assumes that the critical focus for attention by leaders is the behaviour of teachers as they engage in activities directly affecting the growth of students" (p.8).

Sheppard (1996) claims that there are 'narrow' and 'broad' conceptions of instructional leadership where the latter also involves variables, such as school culture, which may have important consequences for teacher behaviour:

The narrow definition focuses on instructional leadership as a separate entity from administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning – observable behaviours such as classroom supervision. In the broad view, instructional leadership entails all leadership activities that affect student learning. (Sheppard, 1996, p.326)

Southworth (2002, p.78) says "instructional leadership is likely to be more effective when it is conceptualised as 'broad' rather than 'narrow'" because it increases the scope for other leaders to play a role as well as the head teacher and because it recognises how social organisations operate. He adds "instructional leadership [...] is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth" (p.79). Geltner and Shelton (1991, p.339) also appear to advocate a broad view, claiming that "effective instructional leadership [...] is [...] characterised by a strategic perspective which leads to the integrated linkage and deployment of all resources available to the school to achieve its purpose and mission".

According to Leithwood et al. (1999, p.8), instructional leadership models typically assume that school leaders, usually head teachers, have both the expert knowledge and the formal authority to exert influence on teachers.

Hallinger and Murphy (1985) state that instructional leadership comprises three broad categories:

- defining the school mission
- managing the instructional programme
- promoting school climate

Southworth's (2002) qualitative research with primary heads of small schools in England and Wales shows that three strategies were particularly effective in improving teaching and learning:

- modelling
- monitoring
- professional dialogue and discussion

4.1.2 Transformational leadership

Gunter (2001, p.69) says that transformational leadership is about building a unified common interest between leaders and followers. She and Allix (2000) both attribute this concept to Burns (1978). Leithwood et al. (1999), provide a detailed definition of this model of leadership:

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organisational members. Higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. (p.9)

Transformational approaches are often contrasted with transactional leadership.

Miller and Miller (2001) explain these twin phenomena:

Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction. Transformational leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. (p.182)

Sergiovanni (1991, p.125) makes a similar distinction between transactional and what he calls 'transformative' leadership:

[...] in transactional leadership, leaders and followers exchange needs and services in order to accomplish independent objectives [...] this bargaining process can be viewed metaphorically as a form of leadership by bartering. The wants and needs of followers and the wants and needs of the leader are traded and a bargain is struck. Positive reinforcement is given for good work, merit pay for increased performance [...] and so on.

In transformative leadership, by contrast, leaders and followers are united in pursuit of high-level goals that are common to both. Both want to become the best. Both want to move the school in a new direction. When transformative leadership is practised successfully, purposes that might have started out being separate become fused. (Sergiovanni, 1991)

Leithwood et al., (1999) conceptualise transformational leadership along eight dimensions:

- building school vision
- establishing school goals
- providing intellectual stimulation
- offering individualised support
- modelling best practices and important organisational values
- demonstrating high performance expectations
- creating a productive school culture
- developing structures to foster participation in school decisions

Murphy and Hallinger (1992, p. 86) also attribute the shift to transformational leadership to 'changes in the policy context of schools' but show that this is a normative change. 'They are being asked to undergo a metamorphosis, to change from transactional to transformational leaders.' (p.81)

Transformational leadership describes a particular type of influence process based on increasing the commitment of followers to organisational goals. Leaders seek to engage the support of teachers for their vision for the school and to enhance their capacities to contribute to goal achievement. Its focus is on this process rather than on particular types of outcome.

4.1.3 Moral leadership

Moral leadership assumes that the critical focus of leadership ought to be on the values and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood et al., 1999, p. 10). These authors add that this model includes normative, political/democratic and symbolic concepts of leadership.

An alternative moral perspective is political in origin and focuses on ‘the nature of the relationships among those within the organisation and the distribution of power between stakeholders both inside and outside the organisation’ (Leithwood et al., 1999, p.11). Values central to this form of leadership are derived from democratic theory.

West-Burnham (1997) discusses two approaches to leadership which may be categorised as ‘moral’. The first he describes as ‘spiritual’ and relates to ‘the recognition that many leaders possess what might be called ‘higher order’ perspectives. These may well be [...] represented by a particular religious affiliation.’ (op. cit., p.239) Such leaders have a set of principles which provide the basis of self-awareness.

West-Burnham’s second category is ‘moral confidence’, the capacity to act in a way that is consistent with an ethical system and is consistent over time. The morally confident leader is someone who can:

- demonstrate causal consistency between principle and practice
- apply principles to new situations
- create shared understanding and a common vocabulary

- explain and justify decisions in moral terms
- sustain principles over time
- reinterpret and restate principles as necessary (1997, p.241).

Sergiovanni (1991) takes a different approach to the leadership/management debate in arguing for both moral and managerial leadership. His conception points to the vital role of management but also shows that moral leadership is required to develop a learning community:

In the head-teachership the challenge of leadership is to make peace with two competing imperatives, the managerial and the moral. The two imperatives are unavoidable and the neglect of either creates problems. Schools must be run effectively if they are to survive [...] But for the school to transform itself into an institution, a learning community must emerge [...] This is the moral imperative that head-teachers face. (p.329)

Moral leadership is based in the values and beliefs of leaders. The approach is similar to the transformational model but with a stronger values base, which may be spiritual. Moral leadership provides the school with a clear sense of purpose.

4.1.4 Participative leadership

“Participative leadership [...] assumes that the decision-making processes of the group ought to be the central focus of the group”. This is a normative model which is based on three criteria:

- participation will increase school effectiveness
- participation is justified by democratic principles
- in the context of site-based management, leadership is potentially available to any legitimate stakeholder (Leithwood et al., 1999, p.12).

Sergiovanni (1984, p.13) points to the importance of a participative approach. This will succeed in 'bonding' staff and in easing the pressures on school head teachers. "The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for head-teacher leadership".

Copland (2001) makes a similar point in claiming that participative leadership has the potential to ease the burden on head teachers and avoid the expectation that the formal leader will be a 'super head'.

Participative leadership is an attractive notion underpinned by democratic ideals. It has been popular in the literature for many years, but evidence of its successful implementation in schools is sparse. However, Harris (2002) argues that democratic leadership styles are inevitable in the complex and rapidly changing world inhabited by schools in the Twenty-first Century, despite the current emphasis on individual leaders.

Participative leadership is concerned primarily with the process of decision-making. The approach supports the notion of shared or distributed leadership and is linked to democratic values and empowerment. Participative leadership is thought to lead to improved outcomes through greater commitment to the implementation of agreed decisions.

4.1.5 Managerial leadership

The notion of 'managerial leadership' may appear to be a contradiction, particularly in the light of the distinctions outlined earlier. Nevertheless, it merits separate consideration in this section because it is included in the Leithwood et al., (1999) typology and because it serves to demonstrate that a narrow view of 'management' is often adopted. Their definition serves to illustrate this latter point:

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently the work of others in the organisation will be

facilitated. Most approaches to managerial leadership also assume that the behaviour of organisational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organisational hierarchy. (p.14)

Dressler's (2001) review of leadership in Charter Schools in the United States provides another perspective on this issue, suggesting that leadership is a 'management plus' approach 'Traditionally, the head teacher's role has been clearly focused on management responsibilities [...] Global and societal influences have increased the span of responsibility'. (p.175)

The additional responsibilities are said to include interpersonal leadership, such as motivating others, sensitivity and communication skills, and contextual factors, including philosophical and cultural values, and policy and political influences (ibid, p.176).

Managerial leadership focuses on functions, tasks and behaviours. It also assumes that the behaviour of organisational members is largely rational and that influence is exerted through positional authority within the organisational hierarchy. It is similar to the formal model of management.

4.1.6 Postmodern leadership

This is a relatively recent model of leadership which has no generally agreed definition. Keough and Tobin (2001, p. 2) provide a definition as a starting point for linking post modern leadership to educational policy: 'current post modern culture celebrates the multiplicity of subjective truths as defined by experience and revels in the loss of absolute authority'. This view has certain similarities with subjective or interactionist perspectives, which also stress the notion of individual experience and interpretation of events (Greenfield, 1973; Bush, 1995).

Post modern leadership focuses on the subjective experience of leaders and teachers and on the diverse interpretations placed on events by different participants.

There is no objective reality, only the multiple experiences of organisational members. This model offers few guidelines for leaders except in acknowledging the importance of the individual.

4.1.7 Interpersonal leadership

West-Burnham (2001, p.1) argues: 'interpersonal intelligence is the vital medium. It is impossible to conceptualise any model of leadership that does not have interpersonal intelligence as a key component.' This seems to be overstated in that some of the models previously reviewed do not appear to depend on this notion. His definition is: 'Interpersonal intelligence is the authentic range of intuitive behaviours derived from sophisticated self-awareness, which facilitates effective engagement with others.' (p.2)

Interpersonal leadership focuses on the relationships leaders have with teachers, students and others connected with the school. Leaders adopt a collaborative approach which may have a moral dimension. They have advanced personal skills which enable them to operate effectively with internal and external stakeholders.

4.1.8 Contingent leadership

All the models of leadership examined hitherto are partial; they provide valid and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is exerted while others emphasise one or more dimensions of leadership. They are mostly normative and often have vigorous support from their advocates. None of these models provide a complete picture of school leadership. As Lambert (1995, p.2) notes, there is 'no single best type'.

The contingent model provides an alternative approach, recognising the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation rather than adopting a 'one size fits all' stance. Leithwood et al. (1999) offer a definition of this model:

This approach assumes that what is important is how leaders respond to the unique organisational circumstances or problems [...] there are wide variations in the contexts for leadership and that, to be effective, these contexts require different leadership responses [...] individuals providing leadership, typically those in formal positions of authority, are capable of mastering a large repertoire of leadership practices. Their influence will depend, in large measure, on such mastery. (p.15)

Yukl (2002, p. 234) adds, '[...] the managerial job is too complex and unpredictable to rely on a set of standardised responses to events. Effective leaders are continuously reading the situation and evaluating how to adapt their behaviour to it.'

Contingent leadership focuses on how leaders respond to the unique organisational circumstances or problems they face. The wide variations in school contexts provide the rationale for this model. Leaders need to be able to adapt their approaches to the particular requirements of a school, and of the situation or event requiring attention.

2.4.2 Leadership versus Management

Traditionally, the term 'management' refers to the activities (and often the group of people) involved in the four general functions: planning, organising, leading and the coordinating of resources. The four functions recur throughout the organisation and are highly integrated. Emerging trends in management include assertions that leading is different from managing, and the nature of how the four functions are carried out must change to accommodate a "new paradigm" in management. Although leadership and management are two notions that are often used interchangeably, the words actually describe two different concepts; leaders are not, by necessity, people in official charge of their organisations. They could be individuals with instincts for leadership; hence, the significance of delegation of authority from top management to middle and lower management.

2.5 Quality Management and Management for Quality

The generic term 'quality management' is often used to describe both the goals of an organisation and the processes whereby an organisation might achieve those goals. It is useful to distinguish these two meanings of the term by using the term 'management for quality' for the processes whereby the quality of a product or service is achieved and 'quality management' for the quality of the processes per se. The distinction between the two meanings is analogous to the differences between 'doing the right job' (management for quality) and 'doing the job right' (quality management).

Clearly, management for quality implies there is, at least, a tacit understanding within an organisation of the prescribed quality of the product or service that has to be delivered. For 'management for quality' to be effective, this tacit understanding requires articulation, strategies and actions. Translated into systems of higher education, 'management for quality' in the context of 'teaching' is seen, usually, as 'transforming' students through their attainment of the intended learning outcomes of a degree programme. The processes involved, such as: course design, assessment, the shaping of student progress, and student support, require careful analysis. Most important of all, a deep understanding of the concept of quality that underpins the external methodology is required. It is only then that one can sensibly turn to the problem of quality management.

Quality Management, or more precisely, the quality of the management processes, is dependent upon an understanding of how people learn, how they interact and how they sustain, develop, or even destroy, a culture. However, understanding is but the foundation: well-articulated methods of evaluation of the management processes involved is also necessary. These methods are often referred to as 'quality audits'; they usually consist of audit trails that map the degree of coherence of the system, the links between different components of the system and the closure of feedback loops in the system.

Finally, it is worth noting three apparently simple questions that are central to management for quality and quality management within a School: What are we trying to

achieve?, How well are we doing?, and How could we do it better?. The first two questions are concerned with maintenance of quality. The third question is concerned with enhancing quality or "prospective quality assurance" (Biggs, 2001). This third question is the most important. For if one has effective procedures for answering the third question then the answers to the other two questions fall into place (Bowden & Marton, 1998). All of the questions provide links to the notion of effective learning organisations and, perhaps the strongest link is provided by concern for quality enhancement.

2.6 School Administration: the Status in Kuwait

The school is the most significant place where most educational and pedagogical activities occur. Therefore, the school is one of the most important organisations in society for the socialisation and also preparation of large numbers of people at all levels and ages. The goals and purposes of schooling is not only restricted to socialisation; but, rather, it is further intended to achieve progress and advancement in society in the long run by preparing people for the labour market. Thus arises the significance of school administration in organising and controlling formal schooling. This leads on to the importance of enhancing school management systems. Al-Sada (1996) aptly notes:

[...] previous research in school administration stress the need to develop and introduce modern, effective school administration systems in order to increase effectiveness and efficiency; the development of school administration systems must, therefore, be ongoing in order to keep pace with the latest changes in the field.

Furthermore, Al-Lehyani (2006, p. 3), concurring with the findings of pertinent research in the Arab region in the domain of school administration enhancement programmes, emphasises that "all research findings advocate the enhancement of school administration systems to respond to the requirements of the present time". Development of human capital is the highest priority. Moreover, the establishment of a psychologically safe climate is essential in order to glean maximum creativity.

This is part of human resources development. Human capital development is the highest priority in the enhancement programmes of organisational improvement. Of significance here is the promotion of a supportive and positive organisational climate that conduces to maximum creativity. Each employee may require situational leadership in some areas, yet each employee would benefit from an organisational climate (Bush, 1995). In developing human capital, organisations seek to enrich and empower their employees in many ways so that they will be able to provide a quality service or product.

Nevertheless, the major change is that the organisation no longer sees its purpose as producing or delivering a particular service. The main purpose of the organisation is to provide the optimal environment and climate in which human beings can learn and transform; learning is for change and transformation for a better situation. According to Bowring-Carr and West-Burnham (1994), the ultimate purpose of learning is to define what specific kind of learning students need and what kind of leadership head teachers need in schooling institutions.

According to Al-Lehyani (op cit.2006, p.4), school administration development is tantamount to transformation from a traditional, routine mode of management rooted in controlling discipline and schedule of study, monitoring attendance of students, faculty, and staff, and appropriating the traditional roles of administration in a hierarchical, top-down system, to a modern management mode in which more authority is delegated to teachers and staff, more space and freedom is given to students in a more learner-centred environment readily susceptible to change in a positive fashion. The traditional mode has become obsolete; there is a dire need to transform to a system of management in which the client, i.e. students and their parents, ought to be the centre of the educational process.

At the conceptual level, school administration in Kuwait is thought to be: "all efforts and activities consistently and cooperatively conducted by a school principal (in Kuwait called a head teacher), as well as all efforts exerted by her assistant(s), teachers, and administrative staff, in order to achieve the educational goals of the school

curriculum which are consistent with the national goals of socialisation and education" (Sherif, 2003, p.22). Monitoring the roles of head teachers or school principals meshes well with the kind of transformation desired in order to promote the effectiveness of the school system.

The job of a head teacher can, indeed, be staggering in its demands, particularly in the context of school reform. The picture that Sherman paints of the 'new' head teacher is very different from the traditional administrator of decades past either in the European/American context, or in the national context of Kuwait.

The job has evolved significantly over the last twenty years in Kuwait, as well as in the Arab region and overseas, and today's head teacher is constantly multi-tasking and shifting roles at a moment's notice.

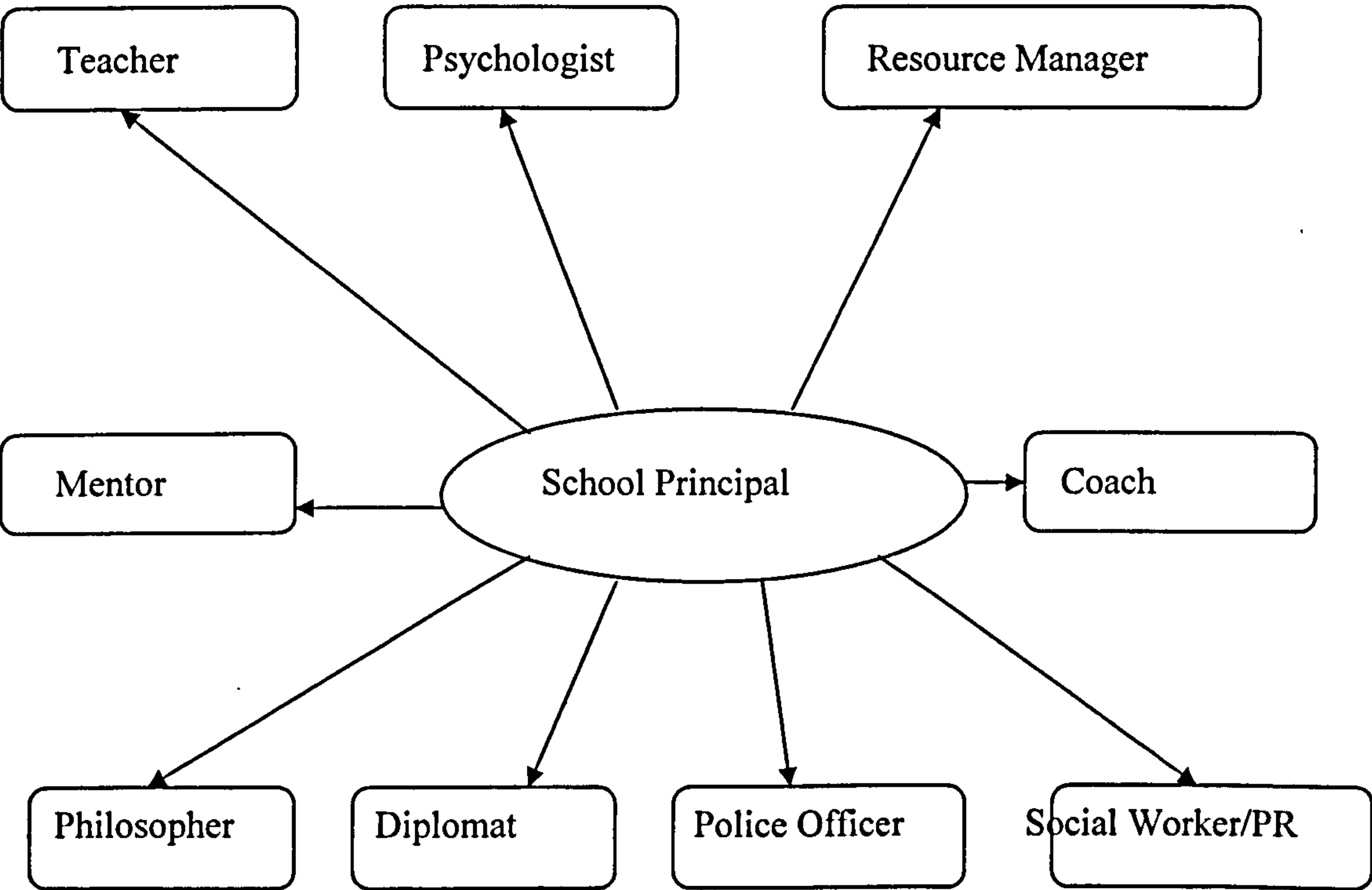
2.6.1 Role of Head Teacher

Research tells us that head teachers are the linchpins in the enormously complex workings, both physical and human, of a school (Sherman, 2000). The job calls for a staggering range of roles: psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach and cheerleader. The head teacher work is both lowly and lofty (ibid).

Literature has described the multiple roles that a head teacher assumes, which include being a psychologist, as well as acting as a sounding board for both ideas and emotions. Also, head teachers can have valuable insight into the challenges teachers face in the classroom. Researchers have also discovered that the physical condition of a school can make a difference in student achievement (Council for Educational Development and Research, 1997). The head teacher can be seen as a philosopher; as Sergiovanni (1984) observes, 'The head-teacher is [...] the one who seeks to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its identity.' The head teacher functions like a police man as well in mandating the rules of the school

system. The head teacher is a diplomat; in this way, standards for school leaders developed in 1998 by the American Association of School Administrators (AASA) include two areas that relate to a head teacher’s role as diplomat: ‘[...] skills in school governance and collaborative policy formation that demonstrate an understanding of the larger [...] context’ and ‘effective communication and community relations skills.’ Acting as a liaison between the various stakeholders throughout the implementation of a reform program, a head teacher’s diplomacy often comes into play. The head teacher is also a social worker and a reformer as well as a mentor and public relations director. They are also a coach: the head teacher, in this sense, must learn how to lead the school in a creative manner. This is due to the fact that there is a widespread expectation within the school community that head teachers provide several types of leadership, including, most significantly: instructional leadership, and the types of leadership as in the figure below. This summarises these tasks and jobs according to Sherman’s classification:

Figure 1: A Spider Map of the Principal Jobs and Tasks (Sherman, 2000).



2.6.2 Characteristics of an Effective Head Teacher

In the educational field, there is less doubt that an effective head teacher can lead a school to success and effectiveness (Grace, 1995). The National Commission on Education (1993, p. 229) agreed: ‘Good leadership is one of the key features of successful schools [...]’.

Some scholars state that effective leaders are those who recognise that they are more dependent on their followers than their followers are on them (Atawi, 2001). Also, Atawi added that effective leadership moves easily from one role to another and from one approach to another. In addition, an effective head teacher is one who has full understanding of the situation of his school and chooses the suitable style of leadership to implement the targets (Grace, 1995).

The roles of head teachers are characteristic of their organisational behaviours. The educational leader had different and changing roles, but they all are integrated and interlocking. He/she has special features that enable him/her to carry out all those roles. Some characteristics of the educational leader are: ‘Ability and competence, appropriate physical features, academic and knowledge excellence, personal features, ethical features, and social features’ (Atawi, 2001, p. 19).

Furthermore, the head teacher should create a good relationship with their staff, which means he/she should have a high consideration of people through motivating, supporting and caring about them. In addition, he/she should be able to provide encouragement and direction unique to each individual’s needs and development. Harris (2002) confirmed that leaders have to be good motivators.

Mortimore, Sammons and Hillman , (1995) view the successful head teacher as having strength of purpose, involving proactive management and the generation of consistency and purpose within the school management team. This view is supported by Mortimore et al., (1995) who believe that quality leadership is characterised by:

- (a) Sharing the leadership position with the deputy head without feeling threatened, and involving teachers in a school management role.
- (b) Being a 'leading professional' themselves, having knowledge of and an input in curriculum matters, classroom activities, teaching strategies and monitoring pupil progress to be indicators of quality of leadership.

Mortimore et al., (1995) state that there is general consensus among researchers that effective school leaders all have in common the capacity to dynamically envision a set of coherent and communicable objectives and an associated ability to formulate and implement a clear map of how to reach them.

Furthermore, the successful head teacher, by giving their staff the opportunity of sharing responsibilities, actually develops the school. Wildy and Loudon (2000, p. 47) suggest that participation and collegiality between head teachers and their staff members within schools lead to:

- Better understanding of the decision-making skills throughout the organisation.
- Better quality decisions.
- Enhanced motivation and job satisfaction for staff involved in decision-making.
- Greater consensus and acceptance.
- Resolution of conflict and the development of the team.

However, Khawaja (2004, p. 116) said that a comprehensive leader behaves with consciousness, understanding, awareness, harmony and consistency in his/her performance as leader according to four main principles:

1. Making honest and open communication with all those who work in the educational institution in a way that makes them always aware and familiar with all events and activities that take place in it.
2. Building positive effective relationships among all parties contributing to the educational process.
3. Recognising other efforts and actual contributions in a way which is reflected in preparing a work group that is committed to its duties and work; and capable of planning for its future.
4. Group motivation or joint group award that harmonises with the achievements of the group or organisation.

Stiegelbauer (1984) classified effective head teacher behaviour into seven categories:

1. Possessing vision and aims formation.
2. Organising the school as a place of learning.
3. Managing change.
4. Cooperating and delegating authority.
5. Decision-making.
6. Directing and supporting.
7. Organising the leading role of the head teacher.

In Kuwait, over the past few decades, researchers have consistently reported that school leadership, and principal leadership in particular, is critical in developing and sustaining those school-level conditions believed essential for instructional improvement. In formal survey studies done in Kuwait, a large number of head teachers agree that an effective principal's behaviour should include cooperation and delegation of power, shared decision-making, catering for and managing change, and transforming the school

into an effective place of learning (Al-Ghanem, 1986). However, when it comes to real life practice, the schools are more centralised, and head teachers hold a tight grip of the schools under their management (ibid).

2.6.3 Effective Head Teacher and School Improvement

Doubtless, an effective head teacher can promote school effectiveness because one characteristic associated with an effective school is the quality of leadership provided by the head teacher. Additionally, Crawford (2002b, p. 273) says, 'Strong leadership by the head teacher is a characteristic feature of all schools that are making good progresses. Moreover, Bolam et al., (1993, p. 3) state: 'Successful schools do not just happen they are successful because people make them so.'

In addition, head teachers have a major influence on the success of students, teachers, and the whole organisation. Many current theories (e.g., educative leadership, autocracy versus autonomy, reflective practice, contingency theories, inspirational theories, informal leadership, Path-goal theory and transformational leadership theories {Sergiovanni, 1995; Stoll & Fink, 1996}) state that leadership makes a significant difference in school effectiveness.

Purkey and Smith (1983) have indicated the existence of two characteristics that distinguish an active school: the head teacher's performance of his/her role as an educational leader and secondly, the agreement amongst teachers and administrative staff on the aims that the school looks to achieve.

In order to exhibit the axial role of the school head teacher in achieving the effectiveness of the school, the American Educationalist Edmond (1987) as quoted by Tarawneh (1992, p. 284) confirmed the following: 'There are some bad schools with good head-teachers, but there are no good schools with bad head-teachers'. He also confirmed that students achieve more in schools whose head teachers are seen as strong

leaders. 'Many believe that without an improvement in the leadership of many of today's schools, teaching and learning cannot be improved.'

There are many studies that aimed at familiarising themselves with the influence of the school head teacher as 'an instructional leader' in raising the productive efficiency of the school comprehensively, such as Seizer (1984) and Hollfer & Kilgore (1982). The findings of these two studies revealed that the head teacher has an influence in everything that is related to the school, such as: the increase in students' study achievement; putting high efficiency criteria for the performance of the workers inside the school; encouraging the teachers to participate in the planning and coordination processes for the activities and performances executed by the school; taking care of the techniques of innovation and renovation; and providing continuous training programmes for teachers. He/she also has a positive role in the relationship between home and school. Duke (1987) proved there is a mutual influence between the head teacher's role as an instructional leader and the academic development of the school as a whole.

Moreover, the findings of some studies confirmed the importance of the role of the head teacher in providing job satisfaction for teachers, sharing with them in defining professional criteria to achieve the aims assigned for the school, and in decision-making processes. (Al-Jabr, 2002)

The findings of recent studies confirmed the vitality and importance of this role, such as the study of Chapman et al., (1992) which shows the effective impact of the head teacher on the achievement skills among both teachers and students in regards to encouraging both parties to adopt innovated activities inside the classroom.

Furthermore, Glasman's study (1984) clarified the positive direct and indirect influence of the head teacher on the academic achievement of the students.

So it becomes clear that the head teacher has an effective and influential role on the educational process as a whole, such as: students, teaching staff, and workers; the general atmosphere of the school; its academic level; the final outcome of the school and

its interaction with the context in which it exists. 'The educational leader of the school seems to be a key person in the integration of school effectiveness' (Reynolds, et al., 1996, p.15).

2.6.4 Roles of School Principals in Kuwait: an evaluation

The head teacher holds an important position in the hierarchy of the organisational structure of the school administration system in Kuwait. He/she is the authority primarily in charge of the school academically, technically, and managerially, and is held accountable for the school activities and effectiveness at the school level. Albeit, but due to a centralised system of administration, head teachers are solely accountable before their respective school districts for the organisational performance of their schools, especially as determined by achievement rates. Leadership responsibilities and duties are assigned to the head teacher by law; however, they are assisted in their work by one or two vice-principals. However, other members of staff also assist the head teacher in the achievement of the school district's goals, which are compatible with the national goals of education, and the goals of the national curriculum (Kuwaiti Educational Research and Curriculum Centre, 1996). This suggests a centralised aspect of educational administration, and school administration in particular. The aspects of a centralised educational administration versus a decentralised administration, as in the case of Britain, will be dwelt upon later in this chapter.

There has been constant research and discussion into the question of how Kuwaiti educators could enhance the roles of the head teacher. These have included the division of these roles into two types of tasks: administrative and educational (Al-Jabr & Al-Mehelby, 1999, p. 17).

Administrative tasks are centred around planning, organising, coordinating, follow-up and evaluation, but these tasks must be compatible to, and commensurate with, the national blueprints of educational planning, organisation, and evaluation in a top-

down fashion (Al-Remehy & Al-Omar, 1988). These roles or tasks are geared towards striking a balance between local goals of education, mission and vision of the school, the available resources, physical and human, and the requirements /problems which parents or custodians of students raise. Educationally, the head teacher plans the curriculum provision and implementation policies in accordance with pre-planned, top-down instructions from the school district, which, are ultimately the creation of the central Ministry of Education. The school's head teacher should also monitor teachers' performance and mentor them, as well as provide pedagogical assistance whenever possible or imperative. Therefore, she/he is assigned evaluative authorities when they are obliged to write evaluation reports of staff and faculty, as well as of the activities and overall attainment levels of the school. This adds up to the centralised, ineffective tasks being assigned to the school's head teacher. The maintenance procedures, cleaning work, supervising the school canteen, resources management, and daily chores of monitoring the school, other than educational or managerial tasks *per se*, are extremely digressive (Al-Jabr & Al-Mehelby, 1999, p.18-19). These routine chores and other lowly work, which do not require experience or creativity, could be done by assistants in the lower management hierarchy, let alone middle management. Calls for decentralising the head teacher's roles increased because the daily routine and other administrative tasks can be effectively delegated since there are other administrators in the school structure who can do this work.

This led to the creation of a newly enhanced public school administration system. The new system assigned these routine chores to the School Trustee, a new job created to assist the head teacher. The new system advocated new roles to the head teacher in order to involve her/him in professional development of staff and faculty, monitoring curriculum development, implementation and evaluation, in-service training of teachers, teacher evaluation, and other significant work.

Problems arose when the Ministry of Education put into effect this new school administration system, because it did not start the job afresh. The system was applied to human resource personnel with experience in their respective fields, and did not appoint new head teachers and trustees. Established head teachers and the traditional school secretaries, now termed school trustees, have been developed on paper but not in practice. This is because old hands have been in the habit of doing these daily chores, and cannot suddenly be terminated by a top-down commandment.

2.6.5 The Enhanced School Administration Experience of Kuwait

The recently enhanced programme of developing school administration is a new project initiated by the state of Kuwait in 1993. A summative evaluative report on the quality of education was prepared by the Kuwait Educational Ministry of Education. An elite group of educators in their respective fields have been asked to evaluate the educational system in Kuwait. The report declares that on school administration:

[...] the principal fabric for processing the educational system inputs is, undoubtedly, the school, but the elements of the school system, prime amongst which is the school administration, needs to be enhanced in order to bridge the gaps in human relationships inside the school, the collective leadership style, and the students-teachers-staff interrelationships. Further, more enhancement has to extend to technical tasks; research suggests the following gaps need to be bridged: school head-teacher's tasks in developing curriculum, teaching schedules, and examinations. (Ministry of Education, Kuwait, Summative Report of School Evaluation Project, 1987, p. 146).

6.5.1 Curriculum Domain

The new tasks of the enhanced head teacher's role are to participate in curriculum development, provision of curriculum, implementation follow-up and evaluation of the curricular provisions, monitoring school activities all year round, and monitoring examinations.

6.5.2 Students' Domain

The head teacher is assigned the responsibility of making available achievement incentives for successful students who demonstrate higher levels of achievement and of performance; also, they are in charge of imposing and monitoring discipline, enacting penalties for student misdemeanours, providing school timetables for students, and the students' council leader.

6.5.3 Teachers' Domain

The head teacher must be involved in updating teachers' knowledge of the latest rules and regulations of their School District and the Ministry of Education; checking lesson plans; assisting teachers in their professionalism, and developing inter-collegiate relationships.

6.5.4 Councils and Committees

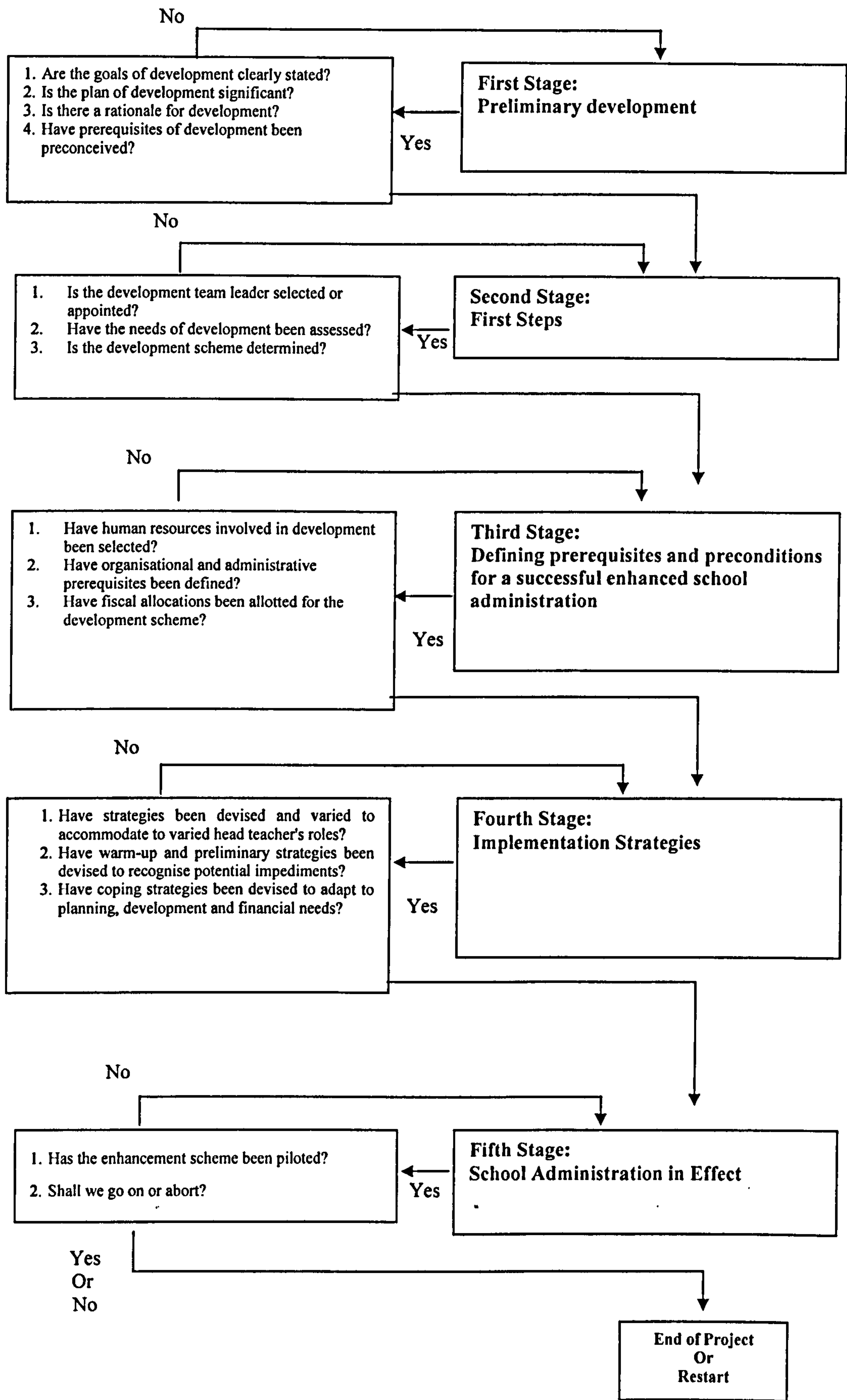
The head teacher must be involved in the formation of school councils and committees, including parents teachers association (PTA) and a time-table committee, as well as participate in all of the school's community activities of relevance. The School Trustee, a sort of a vice-principal, is assigned the following tasks:

- Surveying and assorting school needs by conducting regular school needs assessments;
- Monitoring school utilities and checking they are in good order and in use;
- Assessment of maintenance work;
- Reporting the status of utilities and required maintenance work to the head teacher;
- Follow-up of necessary maintenance work in action;
- Catering to the beautification of the school's appearance;

- Assessment of canteen needs;
- Monitoring school secretaries;
- Monitoring the status of substitute teachers;
- Monitoring cleaning work and guarding;
- Monitoring some aspects of financial administration in the school

However, the researcher summarised and explained the enhancement scheme in the following figure:

Figure 2: School Administration Enhancement.



2.6.6 Evaluation of the Newly Enhanced Administration Pilot

Project

The enhanced school project of developing school administration was pilot-studied in a sample of ten schools in 1993/1994, and the experience was applied to another twenty public schools in Kuwait in 1994/1995, and then applied to another twenty schools in 1995/1996 (Al-Jabr & Al-Mehelby, 1999, p. 30). The pilot application of the project was initiated after efforts had been made to train and qualify old staff to fill the new positions and work according to a new system of administration. However, evaluation reports which were developed after field studies had been conducted, including qualitative and quantitative research methods, suggested the project should be aborted, at least until major enhancements in the new system can be introduced in the light of evaluation reports.

6.6.1 The Aborted Project

However, despite the fact that the enhanced school administration project was aborted, reform studies and further research indicated that more work should be done to reform the current status of school administration (Ministry of Education, Kuwait, 1995). Therefore, calls advocating reformative changes in school administration systems need to be heard to avert any regress to traditional centralised school administration. According to several researchers (Al-Jabr & Al-Mehelby, 1999; Al-Jalal, 1992; Kazaza, 1987), head teachers are, in most cases, the key to the success of any effective educational reform movement. This should be done with an eye on a new mechanism or system of school administration – the Total Quality Management.

6.6.2 Alternative Solutions

Alternative solutions should generally be:

- (a) to compare and analyse the training levels of educators in schools which had implemented Total Quality Management principles and educators in schools that had not;
- (b) to compare and analyse the assessments of educators regarding the level of implementation of Total Quality Management principles in TQM and Non-TQM schools;
- (c) to compare and analyse the assessments of administrators regarding the level of implementation in schools which are implementing Total Quality Management principles and administrators in schools which are not, and
- (d) to analyse and compare the assessments of teachers regarding the level of implementation of TQM principles in schools that do and do not implement these principles and teachers in schools not implementing Total Quality Management principles

2.6.7 Centralised versus Decentralised Types of Administration

6.7.1 Concepts Clarified

The concept of 'centralised' authority means concentrating decision-making on a wide range of matters in a central or top authority, leaving only tightly programmed routine implementation to lower levels in the organisation. Thus, with regard to education, a ministry could make decisions in considerable detail as to: aims and objectives, the structure and localisation of provision, curricula and teaching materials to be used, prescribed methods, appointments of staff and their job descriptions, admission of students, assessment and certification, finance and budgets and inspections/evaluations to monitor performance. In practice, consistently 'strong' central control may be rare, because even when a central authority is keen to exercise strong and forceful direction

and has the power to do so, different means of control may serve as substitutes for each other, for example, control of goals and objectives, of rules and regulations, of resources, training of staff, appointments and using information as a means of persuasion. Bureaucratic centralism is also pervasive in many developing countries. There is the legacy of colonial rule with its needs both to control and to 'develop' in order to meet the needs of colonial rule itself; and there is the statism implied by nation-building imperatives after independence. (Kudair, 2005)

Many developing countries have, after independence, had policies for social and economic development (certainly in education) which have placed strong emphasis on central planning. Apart from such rationales, bureaucratic centralism is a pattern which tends to emerge when independently constituted local and regional government is weak to begin with, a condition common to many developing countries after independence. (ibid)

Conceptually, 'decentralisation' is far more problematic than 'centralised' authority. Indeed, in current usage 'decentralisation' refers to a variety of organisational forms which differ in their rationales and in their implications for the distribution of authority on different agencies, groups and stake holders. The perennial challenge facing school systems worldwide is how to improve student-learning outcomes. In the pursuit of improvements, educators introduce various innovations. Today, most of these innovations are being introduced in the field of educational management to encourage decentralisation and implementation of collaborative school governance (Anderson, 1998; Walker & Dimmock, 2000).

6.7.2 Forms of Decentralisation

There are three main values invoked in rationales for decentralisation: a politically legitimate dispersal of authority, the quality of services rendered and the efficient use of resources. The forms of decentralisation differ as to which of these values they are primarily concerned with, though primacy on one value will tend to combine with some

regard for the others as well in the rationales offered. Arguments concerning political legitimacy, whether explicitly formulated as theories or ideologies or implicit in a country's political tradition, address the question 'Who has a legitimate right (and duty) to decide or to take part in decisions of different kinds?'. Efficiency rationales concern the extent to which optimal use is made of scarce resources in relation to goal realisation.

The quality of education relates mainly to goal realisation and to educational processes in which it is claimed that goal realisation is implied. The norms by which quality in education may be judged, do not only apply to goal realisation or outcomes. But insofar as education is a series of deliberate activities designed to bring about learning, it is fundamentally a purposeful, goal-oriented activity to which the efficiency concept, with its instrumentalist assumption, in principle also applies. 'Efficiency' is a wider concept in that it denotes the quality of the system's operation, not just the quality of services rendered (in terms of goal realisation and judged quality of process) to those who are reached by these services.

Similarly, concerns about improving efficiency will tend to relate to a larger range of institutions, so that they are extended to include education as well. On the other hand, ideas concerning the quality of education are rarely extended to apply to the efficient running of organisations other than schools or to thought about a politically legitimate distribution of authority.

Given these considerations, the grouping of types under the two rubrics of 'political' and 'quality and efficiency' will necessarily be loose.

2.8. Concluding Remarks

To sum up briefly, management and leadership are two different ways of organising people and there are many differences between them in methods, individual effectiveness, and capability or results. Nevertheless, the most immediate benefit of leadership as a collaborative effort is that head teachers not only share the lead, but share

the load (Al-Lehyani, 2006). However, collaboration of this nature is not merely delegation. Brunner (1999) discusses collaboration versus delegation in a list of tips developed for school superintendents. The concept can apply to all leaders though. In the collaboration process, head teachers ‘[...] do not turn decisions over to individuals or groups. Instead, they remain active in the decision-making process, giving themselves one vote when the decision is made.’ While it can be difficult to trust in the decision-making ability of others and to give up some of the power of the position, there is also a kind of freedom in the process.

The weight of important decisions is carried more easily by many shoulders. Another reason that shared leadership is critical lies in its potential for engaging stakeholders, especially teachers, more fully in the reform process. Lambert (1998) explains:

When we equate the powerful concept of leadership with the behaviors of one person, we are limiting the achievement of a broad-based participation by a community or a society. School leadership needs to be a broad concept that is separated from person, role, and a discrete set of individual behaviors. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of a community. (p.12)

Lastly, when shared leadership is ‘embedded in the school community as a whole’, there is a much greater potential for long-term sustainability of reform (Lambert, 1998). By taking a collective responsibility for leadership, the school’s staff can help prevent a collapse of the reform program in the face of shifting personnel, even through a change of head teacher. The strength that comes from this kind of collaboration is much like the strength of fabric woven from many different threads. Individually, those threads are easily broken, but as an integrated whole, the cloth is strong and not likely to unravel from the loss of one thread.

The sometimes overwhelming demands of being a principal make the strength that comes from shared leadership a vital resource. In facing the demands that go along with

implementing school reform, strength of character may be the most important characteristic for a head teacher to have.

Chapter Three

Review of Literature Related to

Educational Administration and Total Quality Management

3.1 Introduction

This chapter moves on to discuss the fundamentals of Total Quality Management (TQM) as applied to school administration. It provides an in-depth view of the essentials of TQM as presented by its experts and authorities at the philosophical level, extracting implications from theory and practice in the field of education and, in several cases, from an interdisciplinary perspective. The chapter then proceeds to tackle the rationale for adopting a TQM-led approach in managing intermediate schools in Kuwait. The purpose of this overview is to provide an appropriate framework for the various issues presented and discussed in this research project.

An important offshoot of these changes that have overwhelmed the educational region, Kuwait in particular was the introduction of newly enhanced school administration programmes. These programmes replace the routine traditions of management, the top-down management style, and the existence of commanding leadership styles with a client-centred management method rooted in a quality leadership philosophy and geared towards the achievement of better educational services. This overarching goal requires the restructuring of the school administration system and the anatomy of tasks and responsibilities (Al-Jabr & Al-Mehelby, 1999). This client-based orientation in leadership has brought about the introduction of quality leadership for the achievement of superior education. One such trend is Total Quality Management (TQM), which is a relatively modern productivity improvement strategy that is characterised by a commitment to meeting the needs of stakeholders, including the students, their parents (who may include members from the local community), policy-makers, and employers. The general public is currently demanding more custom-tailored, timely, and cost-

effective services, and the objectives of TQM are consistent with these goals (Denhardt, 1993). Specifically, TQM is a philosophy of continuous improvement, which can provide any educational institution with the set of practical tools for meeting and exceeding present and future customers' needs, wants and expectations (Sallis, 1993, p. 34) in order to achieve their own aspirations for the continuous improvement of education (Bonstingl, 1992c, p. 4). However, the literature defining "quality education" often uses an abstract approach to define what it is (Sallis, 2002). Sallis (2002) has claimed that the term "quality" is difficult to define and is an elusive concept with a high moral tone but little practical value. Murgatroyd and Morgan (1993) claim that TQM applies in different ways in different jurisdictions. Their intention is to provide insights, understanding, a framework and tools for educators to develop their own strategies for making their schools totally dedicated to high performance, quality and the satisfaction of parents and pupils' expectations. With TQM imperatives being applied to the educational context, Sallis (2002) argued that there are international standards to check for quality, referring to the International Standard ISO9000 series. Such standards have been introduced in recent years to promote quality and excellence in a wide range of industries and services.

Sallis (1993) argues that the movement towards total quality in education is of more recent origin. There are few references in the literature before the late 1980s. Much of the pioneering work of reorganising work practices on TQM lines has been carried out by a few community colleges in the USA and by some UK Further Education colleges. Further research was then conducted on the effectiveness of TQM-initiated systems of education at the secondary and elementary education levels. Recently, the movement began to be applied to educational systems and institutions in the Arab world. Within the past few years a number of scholars and researchers have contributed to finding and developing a range of models for total quality management and applying them to different institutions and educational organisations (Bailawi et al., 2006). There are four

imperatives related to applying TQM in schools: professional, moral, the competitive and the need for survival (Sallis, 1993).

3.2 Definitions of TQM

There is no universally recognised definition of TQM, and almost all writers on the subject have their own definition, by and large devising it to suit their own beliefs, prejudices, business and academic experiences (Kruger, 2001). However, many researchers consider that quality is a disputed concept (Doherty, 1997).

Quality refers to fitness for use (Juran, 1989), utmost customer satisfaction, needs assessment and extrapolation of expectations (Deming, 1989). According to the International Organization for Standardization (1986) and the British Standards Institute (1992), quality is defined as:

The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. (ISO 8402: quality - Vocabulary, 1986, in Stebbing 1989, p. 1)

Total Quality Management (TQM) is defined in many ways: Cole, et al., (1993) consider TQM as a management system that prioritises the satisfaction of human resources rather than gaining short term profits, with the view that it will generate long term profits which will be more stable. Cole et al., (1993) focus, in their definition of TQM, on human resources which are considered as the most important organisational priority (Hamada, 2000). Crosby (1979) defined TQM as a management discipline concerned with preventing problems from occurring by creating attitudes and controls that make prevention possible.

However, many experts believe that Crosby's view is very difficult to translate in reality especially in an educational context (Kudair, 2005). On the other hand, Al-Badri, (2005) sees TQM as a management style based upon producing a quality service as

defined by the customer. He focuses on customers' satisfaction to introduce an improved service which is considered a basic resource of quality.

Unlike Joblaniski (1993), Al-Badri (2005) believes that 'there is a strategy of organization to continue improvement by many elements. These are mentioned in an integrated definition of TQM concept'.

TQM is quality-centered, customer-focused, fact-based, team-driven, to achieve an organization's strategic imperative through continuous process improvement. (Joblaniski, 1993, p. 34)

Hamada (2000) agreed that leaders and staff should base their decisions according to facts, figures, and diagrams rather than opinions.

The Federal Quality Institute (1990, p. 7) defines TQM as:

[...] a strategic integrated management system to achieve customer satisfaction through the involvement of all employees and continuous improvement of all the organization processes and use of resources.

In TQM, the entire organisation is considered to be a system of interlocking processes - the institution, rather than the employee, is the object of management (Bowman, 1994, p.129). However, Cohen and Brand see that (1993, p. xi-xii): 'Total Quality Management means developing and maintaining the organizational capacity to constantly improve quality'.

In this chapter, TQM is conceptualised, not as a new paradigm, but as a comprehensive management practice that captures signals from established models of organisation and amplifies them by providing a methodology for use. Regardless of the points of disagreement among these definitions and others, Honeycutt (1993) summarised some common ground between the different conceptualisations of TQM researchers:

1. Higher management's commitment to quality must be a first priority.
2. Continuous work for improving business operations must be ongoing.

3. Coordination and cooperation between departments and divisions, asserting the use of teamwork, must always pervade the organisational climate.
4. Involving all organisations' or systems' employees in the efforts exerted for quality improvement.
5. For Total Quality Management to be effectively adopted, the individuals offering the service and those receiving it must cooperate.
6. Concentrating on quality principles throughout all stages of service provision or production stages, rather than being limited to the final stage.
7. Continuous use of methodologies of scientific research and problem analysis.
8. Continuous assurance on the importance of discriminating between individual and group efforts. (Honeycutt (1993) in: Haijan, 1994, p. 412-413)

Hellsten and Klefsjo (2000), define TQM as a form of management philosophy based on a number of core values, such as: customer focus, continuous improvement, process orientation, total commitment, fast response, result orientation, and learning from others.

However Rhodes (1992, p. 80) defines TQM as the following:

Total quality management is a value-based, information-driven management process through which the minds and talents of people at all levels are applied fully and creatively to the organization's continuous improvement.

The definition above is commensurate with what Preuss (2003, p. 591) stresses:

[...] a central characteristic of organizations is their need to process information; organizational systems must also be designed to meet the specific demands placed on them. As a result, systems that support information processing and ensure information that is accurate, trustworthy, and sufficient for decision-making will improve organizational performance, which has been evidenced in previous research [...]

On the other hand, Oakland (2000) describes TQM as a comprehensive approach to improving competitiveness, effectiveness and flexibility through planning, organising and understanding each activity and involving everyone at each level. TQM ensures that management adopts a strategic overview of quality, and focuses on prevention rather than inspection. It is useful in all types of organisations.

The Total Quality Management philosophy provides the overall concepts that foster continuous improvement in an organisation. This philosophy stresses a systematic, integrated, consistent, organisation-wide perspective involving everyone and everything. It focuses primary emphasis on total satisfaction for both the internal and external customer, within a management environment that seeks continuous improvement of all processes and systems. The TQM philosophy emphasises the use of people, usually in multifunctional teams, to bring about improvement from within the organisation.

3.3 TQM Principles

There are many different principles of TQM which are related to founders' philosophies. Some of them focus on customer's satisfaction, continuous improvement, or by avoiding mistakes (Haijan, 1994). These include Deming's 14 Principles, Crosby's 14 principles, Juran's 7 principles, and Ishikawa as previously mentioned.

Quality assurance is prevention rather than a correction process to guarantee that the quality of the products meets the predetermined specifications and requirements.

Many pointers thought that mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes. This means that the root causes of such mistakes can be identified and eliminated, while the repetition of mistakes and defects can be prevented by introducing changes to the work process. (Ahmed, 2003)

Mistake prevention in Quality Management has three major mechanisms. These are:

1. Preventing mistakes (defects) from occurring.
2. The early detection of mistakes if they cannot be absolutely prevented from being passed down the value added chain (Inspection at source or by the next operation).
3. Where mistakes recur, stopping production until the process can be corrected, to prevent the production of more defects (Stop in time). (Humood, 2000)

However, the third mechanism is very difficult to implement in schools. This is because learning is a continuous process which we can not discontinue to prevent mistakes.

There are many experts and consultants who have identified success factors for TQM implementation by involving all employees in quality improvement activities (people-based management), leading ultimately to business excellence.

On the other hand, Abu Al-Jadael (1995, p. 5) considers the following points as the principles of quality management:

- 1- Customer requirements identification
- 2- Observing approaches and standards of quality measurement
- 3- Adopting quality improvement programs
- 4- Measuring staff satisfaction
- 5- Empowering staff by allowing certain authority and flexibility of responsibility.

Lindsay et al., (2001) suggest that TQM is a philosophy or an approach grounded on three core principles:

- 1- Customer focus.
- 2- Teamwork and participation.
- 3- Continuous improvement.

Edward. W. Deming (1969) who is considered as the establisher of TQM philosophy offers management a comprehensive system for achieving TQM. His system starts with, but goes far beyond, statistical process control and the other tools and techniques that have come to be incorrectly identified as TQM (Al-Banna, 2007). The ideas expressed in Deming's philosophy of management are at the heart of TQM (Sashkin and Kiser, 1993: P 38).

The following modification of Deming's 14 points was prepared by Langford and Cleary (1995, p. 147-148) Modified Deming Points for Continuous Improvement of Education:

1. Create constancy of purpose toward improvement of students and service. Aim to create the best quality students capable of improving all forms of processes and entering meaningful positions in society.
2. Adopt the new philosophy. Educational management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.
3. Work to abolish grading and the harmful effects of rating people.
4. Cease dependence on testing to achieve quality. Eliminate the need for inspections on a mass basis (standardized achievement test, minimum graduation exams etc.) by providing learning experiences which create quality performance.
5. Work with the educational institutions from which students come. Minimize total cost of education by improving the relationship with student sources and helping to improve the quality of students coming into your system. A single source of students coming into a system such as jr. high students moving into a high school is an opportunity to build long term relationships of loyalty and trust for the benefit of students.
6. Improve constantly and forever the system of student improvement and service, to improve quality and productivity.

7. Institute education and training on the job for students, teachers, classified staff and administrators.
8. Institute leadership. The aim of supervision should be to help people use machines, gadgets and materials to do a better job.
9. Drive out fear, so that everyone may work effectively for the school system. Create an environment which encourages people to speak freely.
10. Break down barriers between departments. People in teaching, special education, accounting, food service, administration, curriculum development and research etc. must work as a team. Develop strategies for increasing the cooperation among groups and individual people.
11. Eliminate slogans, exhortations, and targets for teachers and students asking for perfect performance and new levels of productivity. Exhortations create adversarial relationships. The bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the control of teachers and students.
12. Eliminate work standards (quotas) on teachers and students, (e.g. raise test scores by 10%, and lower dropouts by 15 %) Substitute leadership.
13. Remove barriers that rob the students, teachers and management (principals, superintendents and central office support staff) of their right to pride and joy of workmanship. The responsibility of all educational managers must be changed from quantity to quality.
14. Institute a vigorous program of education and self-improvement for everyone. Put everybody in the school to work to accomplish the transformation. The transformation is everybody's job.

Seymour (1992) in writing on the application of quality principles to education outlines the following principles:

Quality is

1. meeting or exceeding customer needs.
2. continuous improvement.
3. everyone's job.
4. leadership.
5. human resource development.
6. fear reduction.
7. recognition and reward.
8. teamwork.
9. measurement.
10. systematic problem solving. (p. 13-20)

These principles set forth many of the key components of Total Quality Management. While most people involved in the profession of education would agree that these are reasonable and sound points, many would also reject the apparent emphasis on "efficiency principles of business" in a "human services" enterprise. This is the point I made above, which has to be explored in greater depth. Certainly any educational examiner will see this as a real weakness of TQM. However, Total Quality Management offers much more to the educational scene than simply efficiency measures - indeed it offers a whole new way of thinking about higher education, management styles, our accountability, our professional relationships with other people, and how we approach the daily issues of our professional practice.

In spite of the differing viewpoints regarding the appropriate components of total quality management and the integration of such components, most pointers and researchers agree on the main principles of total quality management systems (Al-Khateeb & Al-Khateeb, 2004., Ibn-Said, 1997, Al- Khalaf, 1997, and Abu Al-Jadael, 1995), which the researcher will use in collecting data of this study, these are as follows:

1. Student as primary client,
2. continual improvement,
3. cooperation school atmosphere,
4. teacher appraisal; Prevention rather than inspection,
5. all participation in educational process,
6. involve the others in decision making,
7. concentration on processes and results,
8. professional development and training,
9. realizing costumers' anticipation and wishes.

3.4 The Emergence of TQM

In Kuwait, public schools appear to be failing the basic educational mandate of any democracy: to provide equitable preparation for, and equal opportunity in, society (Meleis, et al., 1979). In this vein, Capper and Jamison (1993, p. 25) explain that:

[A] system that holds a far higher likelihood of educational failure for students who typically struggle in school cannot be considered effective, even if some students are experiencing success. This basic failure has led to a cacophony of voices calling for educational reform.

Reform has been the quest for businessmen and industrialists; the business and industrial sectors sought to introduce systems that pay tribute to the processes of production and service from the first phase to the last. The motive was that these domains found themselves in a situation remarkably similar to public education: beset by dissatisfied consumers, accused of producing inferior products, and perceived as being unable to right itself without outside assistance. Furthermore, the lack of basic skills in the workforce has compelled industry to re-educate employees, at great cost.

This generated a national outcry for the enhancement of education, looking at it as an investment into human capital and into the future of the nation. Several methods were introduced for reform; one method that business prescribes for educational reform is Total

Quality Management. TQM methods have been adopted by a diverse cross-section of industry (Walton, 1990). It has been touted as the method to lead public education out of its current malaise, much as it resurrected industry in Japan and hopes to do in America. This chapter describes some basic principles of TQM and its application to education.

Garvin (1998) believed that the idea of quality has existed for thousands of years, but it hasn't appeared in a professional context until recently. In support of this, Gitlow and Gitlow (1987) suggested that the history of quality dates back to 1250 B.C., to the reign of the heads of tribes, kings and Pharaohs. But Feigenbaum (1991) asserted that emergence of quality control appeared in 1900.

Schargel (1993) perceives three waves of Total Quality Management, the first of which started when Deming presented the concept of quality to Japan in the 1950s; the second wave appeared when American businesses and industries started applying the concepts of Total Quality Management in the 1980s, and currently the third wave of TQM is being presented in the field of education. Nwabueze (2001) indicates that in the past six decades, the concept of TQM has undergone many changes.

The concept of Total Quality Management appeared for the first time in the 1950s, when Japanese industrialists attempted to enhance their industries that had been destroyed in WWII. They employed the American statistics expert Edwards Deming and his colleagues, who convinced them that the key to the Japanese' take over of international markets, was related to adopting the principles of total quality management (Humood, 1993). The customers' rush for Japanese goods worldwide, preferring them to American goods, due to their cheapness and high quality, led to the transferring of Deming's 14 Points of Total Quality Management to American factories at the beginning of the 1970s (Bailawi, et al., 2006). Haijan (1994) states that, in the 1970s and 1980s, many American companies, including Ford, IBM, and Xerox, began adopting Dr Deming's principles of Total Quality Management. This gradually led to their regaining some of the markets previously lost to the Japanese. These TQM principles were then ascertained to their

effectiveness in other fields, including education, with regard to issues about the quality of standards of services provided by educational institutions by their stakeholders (Bonstingl, 1992a).

Although the concept of Total Quality Management has had great impact since the 1950s in the field of business management in Japan, Arab educationalists have considered the possibility of applying it in education only in recent years (Al-Shabrawi, 1995).

Summed up in 14 principles, or points, TQM has the absolute and obsessive goal of quality, achieved through a three-way interaction between the product itself, the way the customer reacts to it, and the service accompanying the product (Deming, 1982, 1986). Deming is clear in the need to honour the 'voice of the customer', as customer feedback serves as the fundamental definition of quality. Only with this feedback can a product be constantly improved. Quality is also defined by a manufacturing process that creates products efficiently, precisely, and cost-effectively, while still guaranteeing customer satisfaction. This convergence of meeting customer needs with an efficient and economical production process defines Deming's notion of quality.

Overarching all TQM technique is data collection, statistical procedure, and scientific methods, including Pareto charts, fish-bone diagrams, and scatter grams. Variation in the manufacturing process is an anathema to TQM, as a highly variable product is less likely to satisfy the customer. Basic methods of data collection and analysis are relied upon to identify, understand, and reduce special and common causes of variation in the production process. The ultimate aim is to use data, not hunches or intuition, to eliminate product variation, and to render production processes in a state of regulated, statistical control.

The need for quality is more urgent in the field of education, and the more accurate the data, the more inductive it is for enhanced interference, i.e. if policy-makers, principals, and educators have accurate statistics about educational needs, numbers of schools, facilities, etc., then, this is likely to lead administrators and policy-makers to take

the right decisions to cater for these needs. TQM, then, is rooted in the fields of statistics and engineering. It is driven by a philosophy calling for constancy of purpose aimed toward quality. Quality is defined in terms of customer satisfaction and the elimination of variation in the production process. Continuous improvement in the production system is the means by which quality is constantly improved. TQM seeks to provide the means to monitor, control, and improve production systems. TQM relies on systems thinking, customer feedback, worker empowerment, and data-based methods to build quality into the manufacturing process.

Many individual schools and entire school districts all around the world, especially in the USA and the UK, have embraced TQM and have launched long-term efforts to become TQM-driven systems. TQM has been presented as a radical departure from the current educational paradigm, by providing a rigid model for empowerment that would involve all stakeholders and the parties concerned, each to shoulder their respective responsibilities.

3.5 TQM and Quality Leadership

Quality management has been defined also as a ‘philosophy or an approach to management’ made up of a ‘set of mutually reinforcing principles, each of which is supported by a set of practices and techniques’ (Dean & Bowen, 1994) in Sousa, (2002, p. 2). Sallis (1993) argues that TQM offers a quality mindset, and a culture of continuous improvement that goes beyond the inspectorial role of quality control and the procedures to minimise or eradicate zero defects of quality assurance. He states that TQM provides a coherent and cohesive approach to change; it is a philosophy and methodology that helps organisations to manage change.

Olson (1991, p. 8) argues that TQM is the name given to an approach for running large, complex organisations, that combines a strong focus on customer satisfaction with a set of statistical tools and decision-making techniques which enable workers to

constantly improve the processes in which they are engaged. However, there is no specific definition of Total Quality Management that is related to the environment, culture and situation of the institute or organisation. Bolton (1995) states that there is no satisfactory definition or measurement of Quality.

Despite the variation in researchers' perspectives, they agree that TQM is a philosophy or management style that stresses a systematic, integrated and consistent perspective involving everyone and everything. This includes quality leadership, human resource development, quality strategy, information resources, quality assurance in process and product, customer satisfaction, social and environmental impact, and performance results.

3.5.1 Tools of TQM

5.1.1 PDCA Cycle

Deming's Plan-Do-Check-Act Cycle (sometimes called Shewhart Cycle or PDCA Cycle) is the fundamental TQM process to improve a measurable system. Improvement plans are first developed and followed by the implementation of the change. The effect of the change is observed and the action is standardised once it is found to be successful. The cycle is then repeated for continuous improvement. However, Weller (1993) pointed out the PDCA cycle is more appropriate for assessing tangible results; because intangible outcomes can hardly be measurable in quantifiable terms. Since this applies to quantifiable and tangible productions, this tool of TQM could address some tangible aspects of the inputs of the educational system, such as facilities and buildings.

5.1.2 Benchmarking

Benchmarking is a business tool for quality improvement (Al-Khateeb & Al-Khateeb 2004). Spendolini (1992, p. 25) defines benchmarking as:

A continuous, systematic process for evaluating the products, services and work processes of organizations that are recognized as representing best practices, for the purpose of organizational improvements.

Kaufman (1985, p.13) has expressed some reservations about applying benchmarking:

Because most educational organizations have not moved to properly define their mission in justifiable and measurable terms, identifying what other does and how they do it may be related to useful results or benchmarking them is likely not to deliver to you the required organizational effectiveness.

As education is about improving society, Kaufman states that, 'one pitfall is benchmarking yesterday's realities, not tomorrow's' (1985, p.14)

5.1.3 Kaizen strategy

According to Kaizen, a TQM expert, on-going improvement involves everyone in the organisation, and involves all aspects of individual development, not only working conditions; this means, that the individual's personal, social and family life must be taken care of by the organisation if quality is really sought after. Unlike the Western result-oriented management of innovation by only a limited amount of trained professionals, Kaizen has generated process-oriented thinking, emphasising problem-awareness and improvement for better results, by involving all employees (Pang et al., 1998). The umbrella concept of Kaizen is illustrated in Table 3. 1:

Table 3.1

The umbrella concept of Kaizen (Cited in: Imai, 1986, p. 4)

Customer orientation	Features of TQM
TQC (Total Quality Control)	Quality improvement
Robotics	Just-in time
QC circles	Zero defects
Suggestion system	Small-group activities
Automation	Cooperative labour –management
Discipline in the workplace	Productivity improvement
TPM (Total Productive Maintenance)	New-product development

5.1.4 Quality Control Circle (QCC)

Implementation of TQM often entails forming cross-functional quality improvement teams, drawn from different levels to work on major problems, and intra-departmental working groups sometimes called quality circles. According to Hirshfield:

The circle is a method of tapping the hidden resources of the work force by directly involving teams of cooperating workers and managers in the process of planning and problem solving. The concept is designed to give workers a real voice in deciding how their work is to be done, on the premise that people who have genuine input and control will be better motivated to achieve excellence (1984, p. 1).

Quality circles are composed of people who normally work together in the process under review. After training in group process and problem solving, teams set to work on the critical work processes in the organisation.

Kudair (2005) suggests that QCC activities contribute to the continuous improvement and development of the organisation; to value the humanistic features of

work; to improve and support personal and job satisfaction; and to give fullest rein to humanistic and collegial interrelationships. This also involves an excellent assessment of individual potential and capabilities for further attention of individual variations and performance pace. Blankstein (1992) suggests that teachers, parents, students and the principal should form a quality circle to solve management problems.

5.1.5 Quality Award

Quality awards are incentives specifically designed to encourage quality products or services. There are several famous quality standards and awards, including BS5750/ISO9000 series, Investors in People, BS7850, the European Quality Award, and the Malcom Baldring National Quality Award (Al-Khateeb & Al-Khateeb, 2004).

BS7850 is a British standard providing the essential constituents of TQM, while the European Quality Award is awarded to successful practitioners of TQM principles (Bowring-Carr & West-Burnham, 1994). The annual Malcom Baldrige National Quality Award is given to U.S companies with excellence in quality management. The application of the Malcom Baldrige National Award criteria to education was scheduled to commence in 1995 (Arcaro, 1994). There have also been significant sociological changes, with organisations placing much greater emphasis on employee involvement, on satisfying their customers and understanding their customers' needs. It is for this reason that additional information has been provided for reviewing and explaining various approaches which organisations have successfully employed. Nevertheless, it should be remembered that there is an enormous number of different approaches that can be adopted in achieving that elusive objective 'quality'. It is a never-ending quest with a whole variety of methods and techniques, some complementary, some conflicting. (Al-Badri, 2005)

5.1.6 BS5750/ ISO 9000 series

Quality standard BS5750 does not employ TQM (Bowring-Carr & West-Burnham, 1994). The purpose of BS5750 is, as successful marking tools, to 'demonstrate to your customers that you are committed to quality' (BSI 1987). Tovey (1995, p. 33) explains, 'the notion of third-party certification comes in relation to the commercial benefits which might well occur from being seen to have addressed quality'. He continues to question the appropriateness of adopting the standard in the education sector. In industry, the ISO 9000 registration normally takes eighteen months to complete (Sallis, 1993). Bowring-Carr and West-Burnham (1994, p. 4) comment that BS5750 has not demonstrated that registration is so beneficial for a school as to justify the workload. However, Bowring-Carr and West-Burnham agree that 'BS5750 can, in specific areas of school management, make significant contributions to the implementation of a total quality strategy in schools' (ibid).

The standard BS5750 is now named BS or ISO 9000 series by the International Organization for Standardization, ISO. After applying the Standard in a British university (Stebbing, 1990, p. 5) it was claimed that 'there is no doubt that both TQM and ISO 9000 series can be effectively applied to educational organisations'. Therefore, in spite of the heavy workload in translating ISO 9000 to the educational context, Bowring-Carr and West-Burnham (1994) and Doherty (1997) all agree that ISO 9000 can be applied effectively in schools and universities.

However, Harris et al., (1997) clarify the contrast between TQM and ISO 9000; according to them, TQM has 'improvement' as its main target. Unlike ISO 9000, there is no minimum standard to attain. The process of TQM is, described as a never-ending journey, owing to the changing demands of the environment, and the relentless search for improvement opportunities. On the other hand, ISO 9000 is mainly confined to purchasing, sales, and production functions. It has to do with the end-product or service,

but TQM starts from the first mile of the journey to the last, basically at each stage of production or service.

5.1.7 Investors in People

Investors in People (IiP), initiated in 1991 (Sallis, 1993), is the British 'national quality standard for effective investment in the training and development of people' (Daniel 1997, p. 225). As IiP, the organisation makes a commitment to train and develop employees; regular reviews, and make plans to meet the training and development needs of all employees; the organisation also takes action to train and develop individuals on recruitment and throughout their employment; and evaluate the impact of training and development, and implement improvements where a need arises (Daniel, 1997).

Seymour (1992) suggests that TQM should lead at some stage to Investors in People. In his research conducted over the 1970's, Samuel affirms that effective leadership is, in fact, a process of investment in people; when the school (the focus of his study) had an extensively developed programme for staff development with an annual staff course, annual staff lectures and specific programmes targeted at individuals. However, Doherty (1997) summarises the various aspects of ISO 9000, TQM and IiP in the following Table (3.2.):

Table 3.2**Various aspects of ISO 9000, QM and IiP (Cited in: Doherty, 1997)**

Dimensions of comparison	ISO 9001	TQM	IiP
Continuous improvement	Yes	Yes	-
Satisfy the customer	Yes	Yes	-
People involvement	Yes	Yes	Yes
Process control	Yes	Yes	-
Effective system	Yes	Yes	Yes
Flat organisation	-	Yes	-
External Audit	Yes	-	-
Internal evaluation	Yes	Yes	Yes
External evaluation	-	-	Yes
Self-assessment	-	Yes	Yes
Compliance	Yes	-	Yes

It appears from this survey and discussion above that quality is at the top of most agendas and improving quality is probably the most important task facing any institution. However, despite its importance, many people find quality an unknown concept. It is confusing to define and even more difficult to measure (Sallis 1993). Total Quality Management is an approach to improving the effectiveness and flexibility of businesses as a whole. It is essentially a way of organising and involving the whole organisation, every single person, department, activity at every level. For an organisation to be truly effective, each part of it must work properly together, recognising that every person and every activity affects, and, in turn, is affected by others.

The concept of quality is about how to satisfy the customers by listening and serving them more effectively (Crosby, 1979) and continuous improvement embodies the fundamental principle of TQM.

3.5.2 The Place of TQM in Schools

The TQM approach has undergone some sort of paradigm shift; as we have seen, from the field of business and industry it has pervaded most systems of life, including education. This is because TQM has now gained momentum in several walks of life, particularly in business administration. However, TQM requires leaders to have a theory, or a vision of their organisations in transformation. Educational leaders must be practical individuals with plans that are not too difficult to be carried out (Johnson, 1996, p. 83).

Educational leaders must possess persuasive powers that can convince and convert enough people in power to engender the necessary transformations in the organisation system (Neave, 1990). In other words, there must be a leadership commitment, supported by an organisational commitment on all the parties concerned (Rappaport, 1993; Johnson, 1996). This leadership and organisational commitment require a clearly defined mission and vision, application of tools and techniques of TQM, customer input, ongoing training, team-building, and strategies to be used from within (Johnson, 1996, p.83).

According to Rappaport (1993), every participant in the organisation must work together, and all groups of people are viewed as customers and suppliers for each other. Deming's philosophy does not specify the goal to be achieved by the organisation (Moyer, 1993; Gitlow & Gitlow, 1987; Johnson, 1996).

The changes that are taking place at the present time, to rephrase social, professional and technological, require a paradigmatic shift in the purposes and mechanisms of education; therefore, many changes in the theory and practice of education are needed to implement Total Quality Management in school systems. These changes have to begin in the organisation, which will move to: client-driven control, continuous improvement, educational quality, international comparison, holistic working processes, client satisfaction, and personal development plans for all administrators, teachers, students and their parents, and more significantly now, employers This means that school systems should move to emphasise reallocation of resources, accountability meaning continuous improvements measured by test data over a period of years, renewal through retention and training/retraining, and from leadership, demanding educational quality to leadership behaviour that displays quality (Al-Shabrawi, 1995). In this respect, Fusco (1994) revealed that the following TQM characteristics should be emphasised in the school setting. These characteristics include strong leadership, systematic improvements, statistical methods, satisfied customers, shared visions and values, consistent messages and behaviours, a conducive learning environment, and an enjoyable climate of learning. He also included in this list of characteristics: a culture of profound knowledge, sharing innovation, right of workmanship and partnerships with parents. This refers to the paradigmatic shift already noted in the previous paragraphs: the shift to a new paradigm in education committed to quality leadership, teaching, learning, and educational service delivery. This is what Bonstingl (1992a) and Johnson (1996) referred to as a move from the old 'Tayloresque' TQM to a new process-oriented TQM paradigm;

the 'Tayloresque' paradigm was product-oriented, fear-driven, teaching and testing, while the new one is process-oriented with continuous learning and improvement.

Palo and Padhi (2003) presented a six-step strategy for effective implementation and assessment of TQM in schools. These six steps include: vision, auditing, planning, training, implementing, and monitoring. Implementing a quality philosophy will not solve all of the problems in education. However, a quality philosophy, quality tools with which to realise it, and the methods of continual improvement will help schools work on problems within their control. In this respect, Horine (1992) reported on a survey of the implementation of TQM. Findings from his study revealed that 65 school districts were past their first year of TQM awareness and were actively implementing TQM principles and tools. Horine, Hailey, and Rubach (1993) utilised a similar study for assessing the implementation of TQM in school administration. The survey revealed that 79% of a sample of 105 of the USA's public and private schools had been using TQM principles and tools for two years or less, 23% were still in their first year of TQM awareness, 56% were in their second year. However, 5% were at a maturity level of 5 or more years of TQM awareness and implementation, and 16% had never been used TQM principles and tools. The findings also revealed that 53% reported relatively low levels of employee participation in their quality management efforts. Since then, evaluative research has been on the increase to assess the progress levels of TQM implementation in schools. For instance, Al-Saktawi, (2004) concluded in his evaluative survey in Mecca, (Kingdom of Saudi Arabia), that TQM was being implemented, but was still in its infancy; however, TQM was only an early intervention system.

By the same token, an exploratory study by Lewis (1996) examined the first-year implementation of Total Quality Management (TQM) in three public school districts. TQM was examined from the perspectives of members of cross-functional teams in each district who led TQM's implementation in their respective districts. The teams were comprised of the superintendent or assistant superintendent, a principal, a teacher, and the

teachers' association president. In the study by Lewis (1996), a qualitative approach was employed using a case study format. The theoretical framework was phenomenology and the conceptual framework was planned change in education. Other areas of the literature that informed the study were TQM, leadership, groups and teams, and the superintendence.

Interviews, document analysis, and non-participant observation were the data collection methods used, with interviews serving as the primary method. Analysis involved identifying and interpreting emergent themes based on the conceptual framework and other areas of the literature. Lewis found in his study the TQM activities implemented by the teams included conducting training programmes for district staff, and organising project teams that used Total Quality tools to identify and make improvements on district processes. It was found that the general principles of TQM had broad appeal across organisational levels. The primary appeal of TQM for most participants was its structured approach to participatory decision making through teams.

Johnson (1996) conducted an evaluative study to compare and analyse educators' assessments of the level of implementation of Total Quality Management principles in selected South Carolina and Georgia schools. His survey and qualitative research bore out the following findings: (1) The overall results of the study revealed that training in Total Quality Management principles had a positive effect on the implementation of TQM in schools. (2) There were significant differences between the assessments of trained, somewhat trained, and untrained educators in regard to the level of implementation of TQM principles. (3) The difference between assessments of administrators regarding the level of implementation of TQM principles was not significant. (4) There was a significant difference between assessments of teachers in schools that had adopted the implementation of Total Quality Management principles and teachers in schools that had not. The main differences lie in the way responsibility is shared, quality is ascertained to, and continuous quest for quality is maintained. For instance, Ford (1998) conducted

research into study Total Quality Management within the school setting and explained the process. Of special interest were the concerns of administrators and teachers and their perception of the effectiveness of TQM toward implementing change in the school.

We now realise that implementing change is a systemic process – one that overarches the whole system, reacts to it and affects it overall. The utilisation of Total Quality Management tools, principles, and concepts in this process can be critical. Using a multi-site case study methodology, this investigation examined administrator and teacher concerns regarding the impact of TQM on three campuses within the McKinney Independent School District. The researcher conducted ethnographic fieldwork on each of the three sites, all of which have to some degree implemented Total Quality Management tools and principles for at least three years. Data collection included:

1. interviews with key informants who serve as instructional leaders,
2. a 'Stages of Concerns Questionnaire' (CBAM) and,
3. observations derived from scheduled visits to each site.

The major objectives of the data collection were to determine the relationship between TQM and its support of the framework for change in schools. Using a pattern-matching of the Stages of Concern Questionnaire, interviews, and participant-observer observations, the investigation yielded findings that showed evidence of high 'awareness' of Total Quality Management principles and concepts among staff of sites studied. The respondents communicated low levels of collaboration on the Stages of Concern Questionnaire. This suggests, overall, that the attitudes and beliefs held by the leadership and staff of McKinney Independent School District are foundations for the advancement of Total Quality Management concepts and principles. When TQM serves as an undergirding philosophy that drives decision making and problem solving activity, 'continuous improvement' can and will occur. (Al-Jabr & Al-Mehelby, 1999)

Watson (2000) in his phenomenological study examined the perspectives of six key informants concerning the beliefs, behaviours, and outcomes of a school system that immersed itself in Total Quality Education (TQE). The informants were a superintendent, board member, principal, classroom teacher, business/industry executive, and university representative. The data analysis process began with in-depth interviews of each participant. The researcher used nine basic principles of quality that were embedded in the research questions.

The nine principles were:

- a. systems thinking,
- b. customer focus,
- c. leadership,
- d. management by fact,
- e. continuous process improvement,
- f. participatory management,
- g. human resource development,
- h. teamwork, and
- i. long-term commitment.

The study found that the nine basic principles were interrelated. They did not operate or become institutionalised in isolation. These quality principles interacted with each other, were connected to each other, and are difficult to implement successfully.

The researcher found that significant cultural changes were identified in the way the school district operates as a result of the TQE initiative. The researcher also found many previous methods and procedures of operation in the school district had changed as a result of implementing the quality principles and these changes were continuing to evolve. However, the limited number of subjects makes these findings dubious – at least, it sheds doubt as to the generalisation of the findings.

Today, the new paradigm in education is causing the reformation of schools in an effort to improve their performance. In the United States since *A Nation at Risk* was published in 1983, in Europe in the 1990s, and recently in the Arab world, school districts have been working to improve the quality of education offered to all students.

Bartoletti (2000), in the same vein, conducted a similar evaluation study of TQM implementation in schools; the purpose was to examine the impact that a TQM model had on a school within a small school district and to assess the outcomes attributed to the TQM principles. The guiding question for this case study was: What TQM principles emerged as being practiced within the school district? In what ways did Total Quality Management effect board/staff relationships and leadership? In what ways did Total Quality Management effect teaching and learning? Based on the study, the principles of TQM were shown to have had a direct impact on district and school level leadership, customer service, teaching and learning, and school board/staff relationships. Changes in employee, student, and parent behaviour occurred.

Results revealed that four themes emerged: increased participation in leadership and collaboration among all stakeholders, the development of more effective board/staff relationships, and improved customer service. Overall, the findings indicated that a transformation in the leadership took place which empowered teachers and district administration with more opportunity to participate in the leadership of their respective schools in the school district.

Recently, Bellcross (2005) conducted an evaluative study of the implementation of TQM in schools. The purpose of this study was to develop and validate a survey instrument for use in public schools that measures the implementation of Deming's 14 Principles of Quality Management. Findings revealed that the Deming principles that were most closely aligned with leadership behaviours were found to be the most reliable, and those principles most closely aligned to business, the least reliable. In other words, the Deming's principles that addressed leadership behaviours *per se* were more

consistently and reliably implemented by the school principals than those that were closely related to the field of business.

It appears from this brief review of some relevant research, that although it is true that many organisations are questioning their appraisal practices (e.g. Johnson, 1996; Bartoletti, 2000; Watson, 2000), it is also true that constant pressure exists to increase productivity. This is because TQM principles and core concepts cannot be measured nor can they provide a means of assessing the quality of various aspects and internal processes of schools. Every school has its own culture and uniqueness. There is no standardizing measurement to fit all schools (Dimmock, 2000).

As a consequence, often their core values - those reflecting their philosophy of management - have become more, not less, rigid. Perhaps the best that can be said is that a growing number of educational organisations are adopting TQM, but most, instead of eliminating performance appraisal (e.g. Bartoletti 2000; Carson et al., 2001), have attempted to make it more compatible with quality management.

Among the most prominent factors that supports bureaucratic management is continuous inspection. For example, on the level of staff, we find that assessment of teachers' performance relies on the principle of observation and inspection by those in charge of such, particularly the school head teacher school and head of department. With such manner, the teacher feels uninterrupted tension which undermines her achievements (Hana, 2000). However, the type of evaluation in Quality indicators – school self-evaluation, is a useful tool for measuring and monitoring school's performance (Gray, 1990).

Therefore, the philosophy of Total Quality Management depends mainly on a fundamental pivot which is that quality is the fruit of the preventive process and self development, unlike the pivot of traditional management wherein inspection is conducted after the delivery of the service.

Although consensus is growing that quality management can lead to dramatic improvement, the elimination of employee reviews does not naturally occur in organisations that adopt TQM. Managers may be reluctant not only to embrace radical approaches, but also to abandon those that benefited them during their careers. In fact, many find appraisals to be a useful, yet technically problematic, ideological tool. Therefore, the responsibility for quality and productivity lies with continual assessments of quality at all organisational levels in the schools.

3.6 Concluding Remarks

This chapter reviewed the literature related to school administration status in Kuwait, and enhancement agenda and evaluative research in this respect, and moved on to a review of the literature related to Total Quality Management and its implications in education. We have seen TQM as a philosophy or an approach to management that can be characterised by its principles, practices, and techniques. Its three principles are customer focus, continuous improvement, and teamwork, and most of what has been written about TQM is explicitly or implicitly based on these principles. Each principle is implemented through a set of practices, which are simply activities such as collecting customer information or analysing processes. The practices are, in turn, supported by a wide array of techniques.

Total Quality Management can be a holistic approach which guides the day-to-day actions of life. The underlying message hereto from applications of TQM and expert reviews, especially Deming's, is to constantly and continually focus on ongoing improvement. This requires a management technique geared towards ongoing evaluation and enhancement, reliance on experience, expertise, and commitment of all members of an organisation to improve the process.

Chapter Four

Methodology

4.1. Introduction

The overall purpose of this study was principally to identify the elements of Total Quality Management in female Intermediate schooling in Kuwait, from the perspectives of teachers, senior teachers, parents and head teachers, and how TQM principles are incorporated into the role of head teachers. The researcher intends to examine if there is a mismatch between head teachers' attitudes and their perceptions of their actual role in implementing TQM principles against an ample background of research in this arena.

Therefore, this is an exploratory piece of research, the central theme of which is to investigate the place of TQM in the leadership role of head teachers in all public Female Intermediate Schools in the State of Kuwait and explore the principles of TQM which are not currently used in their actual roles.

This chapter presents the methodological considerations taken with regard to the research method for this study, and then develops into the framework of the method, instrumentation and design of the present study. In other words, the chapter is divided into two parts: first, a consideration of the different aspects of research methods such as research design, qualitative and quantitative approaches, and a discussion of various social science methodological issues. Second, the practical implementation of the research method used in this study, which includes the research questions, objectives and the importance of the study, the research sample, the process of collecting and analysing the data, the limitations and the validity of the study will be discussed.

4.2. Research Methodology

Bernard (1994) defines research as an examination to find out new information or relationships and to expand and confirm existing knowledge for some specified purpose.

In creating the research design for this study, we must consider the context of the research setting presented in Chapter One. It must be directed by the literature review, which was included in Chapters Two, Three, and Four, and framed by the appropriate and selected methodology.

Research methods are 'ways in which research studies are designed and the procedures by which data are analyzed' (Sekaran, 1999, p. 201). There are several types and approaches in social research, most prominent amongst are qualitative and quantitative techniques. 'The integration of quantitative and qualitative methods within a single evaluation has synergistic effects in the three major phases of design, data collection, and analysis' (Madey, 1982, p. 223).

4.2.1. Philosophy of Research

Quantitative studies are usually based on a positivist paradigm while qualitative research is often based on a phenomenological one. As a result, each method type uses different techniques of presentation to project divergent assumptions about the world and different means to persuade the reader of its conclusions. Four differences are most relevant for their analysis:

1. Assumptions about the world. Quantitative research is based on a positivist philosophy which assumes that there are social facts with an objective reality apart from the beliefs of individuals. Qualitative research is rooted in a phenomenological paradigm which holds that reality is socially constructed through individual or collective definitions of the situation (Taylor & Bogdan, 1984).

2. Purpose. Quantitative research seeks to explain the causes of changes in social facts, primarily through objective measurement and quantitative analysis. Qualitative research is more concerned with understanding the social phenomenon from the actors' perspectives through participation in the life of those actors (Taylor & Bogdan).

3. Approach. The quantitative researcher typically employs experimental or correlational designs to reduce error, bias, and other noise that keeps one from clearly perceiving social facts (Cronbach, 1975). The prototypical qualitative study is the ethnography which helps the reader understand the definitions of the situation of those studied (Goodenough, 1971).

4. Researcher role. The ideal quantitative researcher is detached to avoid bias. The qualitative researcher becomes 'immersed' in the phenomenon of interest (Powdermaker, 1966).

Qualitative and quantitative methods may seem to be conflicting and derive from different philosophical views as explained above, yet both are effectual ideological springboards for social research, providing imminent insight into human behaviour. Thus, Sekaran (1999) confirms that one approach is neither better nor worse than another; they are simply complementary to each other.

In fact, the selection of the appropriate method, being either qualitative, quantitative or a combination of both depends on the purpose of the research, and the expected results. Downey and Ireland (1979) state that methodologies are neither appropriate nor inappropriate until they are applied to a specific research problem. This perspective treats methodologies as gadgets of inquiry or methods of investigation and exploration; each inquiry or investigation requires careful selection of the proper tools or methods of research. Also, the most appropriate methodology concerned with data collection, data processing and data analysis must be carefully considered. That is perfectly significant for achieving precision and accuracy in the different phases of investigation or, as Madey mentioned that, by this integration of qualitative and quantitative approaches, there is a likelihood of producing synergistic effects at the phases of data collection, processing and analysis.

In attempting to understand qualitative research, it is critical to delineate its foci and the goals of this research approach vis-à-vis quantitative approaches to research.

First, qualitative research seeks depth rather than breadth. Instead of drawing from a large, representative sample of an entire population, qualitative researchers seek to acquire in-depth and intimate information about a smaller group of persons. Second, the aim of qualitative research is to learn about how and why people behave, think, and make meaning as they do, rather than focusing on what people do or believe on a large scale. Third, the goals of qualitative research can be situated on several levels. Qualitative research spans the micro-macro spectrum and both structural and procedural issues (Maines, 2004).

However, Sarantakos (1993) is of the opinion that the selection of which method to apply should be based on the informed understanding of the method appropriateness for that particular research area or topic. Each method is a specialised form of data collection that is different from the others, and can also provide information which the other methods cannot offer, hence the need for integration whenever feasible. Thus, all methods are useful, relevant, and effective and are to be considered as supplementary to each other.

Therefore, the researcher was very careful as to the selection of the research methods used in this study, thus utilising a mixture of qualitative and quantitative methodologies in order to gain accurate and precise data. In fact, various research projects either in the field of TQM or other fields have used quantitative methods (See Chapters 2 & 3). The researcher utilised a triangulation of methodologies, and manipulated a combination of qualitative and quantitative methods which may achieve the required evidence for this study. Specifically, the researcher used semi-structured interviews and descriptive questionnaires as instruments in the study, together with employing quantitative treatments with the appropriate concomitant statistical treatments.

In this study, the researcher made no hypotheses about its outcomes. The principal reason was that there had been not enough application of TQM in the environment of Kuwait, especially at the intermediate level of education, and there was not enough

theoretical bases developed appropriately to match the local or regional requirements from education. The researcher, therefore, took the view that utilising the theory of TQM may function as a suitable springboard for research but mostly, these theoretical frameworks were derived from the Western view. Attitudes were elicited and views were gathered, using a combination of interviews and questionnaires. The researcher used a framework analysis method (Cohen, et al., 2004) in the analysis of the interviews. The study sample included all 82 FIS in Kuwait. However, for the purposes of data collection, the researcher divided the process into five stages, briefly outlined in the introductory chapter, and will be dwelt upon in depth later in this chapter. The researcher manipulated appropriate statistical treatments manipulating the SPSS.

4.2.2. *Qualitative Methodology*

Qualitative research has separate and distinguished histories in education, social work, communications, psychology, history, organisational studies, medical science, anthropology, and sociology – the social sciences at large (Cassell & Symon, 1994).

Qualitative techniques are not concerned with accurate assessments and measurements *per se*; they are responsive to the needs of the respondents and to the nature of the subject matter, enabling the researcher to understand the situation first hand (Walker, 1985; Bryman, 1988). According to Walker, qualitative methods induce large amounts of rich data obtainable from a limited number of individuals, whereas quantitative data could be obtained from small or large-sized samples to extract or secure accurate, precise information. Qualitative methods such as interviews enable the researcher to touch on the real situation by asking relevant questions and receiving answers to provide an appropriate framework of the different dimensions of the problem under consideration. Wong (1992), states that this approach enables the researcher to discover the world as perceived by the interviewee. Bryman (1992) agrees that the emphasis tends to be on the understanding of what is going on in organisations in the

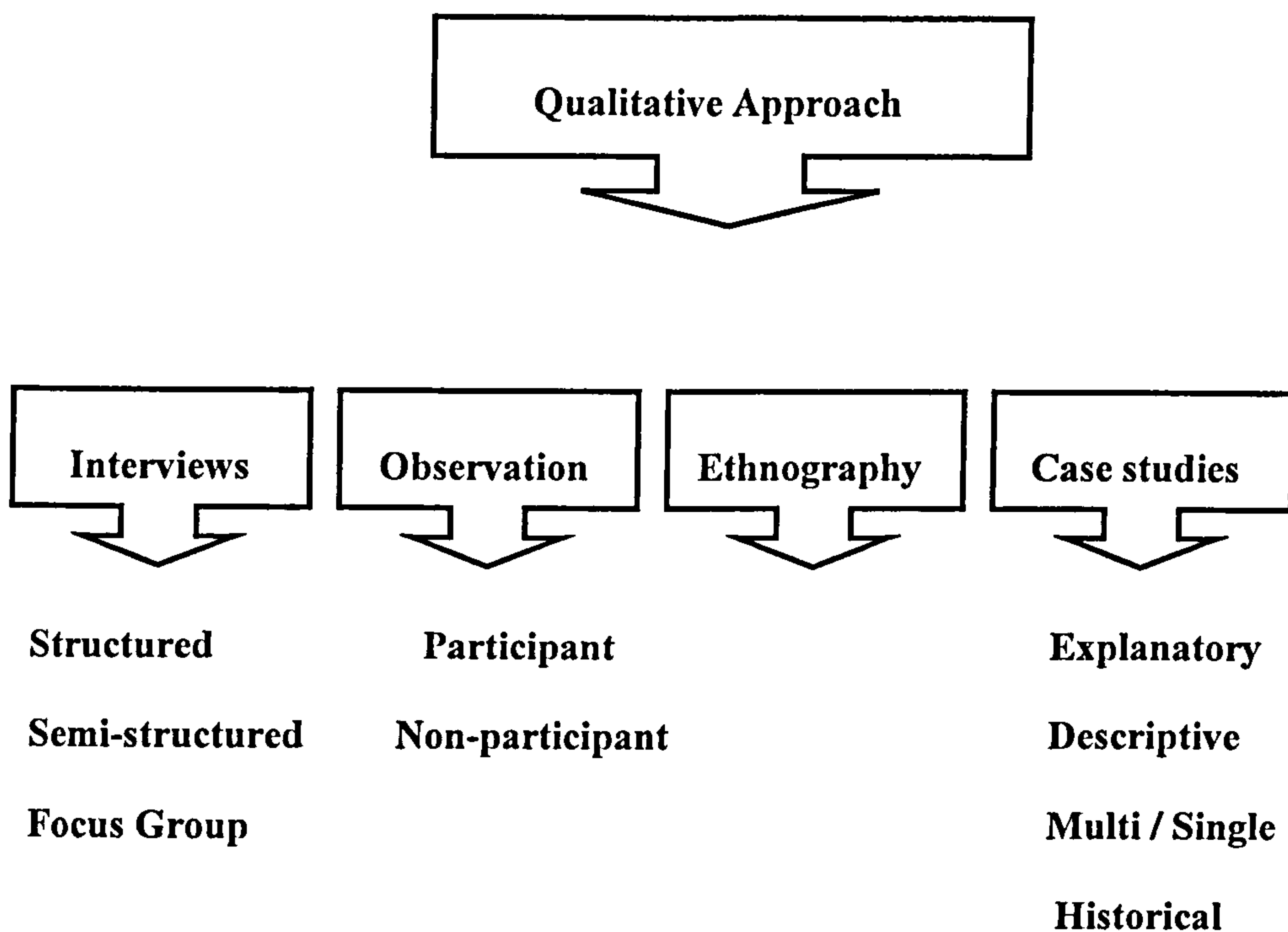
participants' own terms rather than those of the researcher. In essence, qualitative methods attempt to capture and understand individual definitions, descriptions and meanings of events.

4.2.3. Types of Qualitative Methods

Qualitative methods such as interviews, observations, and document reviews are predominant in this paradigm, being mostly anecdotal in nature, yet varying in the degree of structuredness. These are applied in line with an assumption about the social construction of reality, in that research can be conducted only through the interaction between and amongst investigators and respondents (Denzin & Lincoln, 1994, p. 2).

Qualitative data can be obtained through a selection of research methods and comes in a variety of formats. While some of the qualitative methods are in principle the same as those of the quantitative methodology, others are totally different and are employed only in the area of qualitative methodology. Tesch (1990) listed 27 types of qualitative methods in a computer-based tree. Figure 3. shows the selected approaches:

Figure3: Some Types of Qualitative Approach (Tesch, 1990).



The interview method will be discussed in more detail as a method used in this research.

4.2.4. Interviews

The interview is a commonly used for data collection in the social sciences. It is widely used in survey research and, equally, forms a significant part of the researcher's repertoire of investigative procedures. It has been applied extensively by many researchers over a long period of time due to the benefits of the technique in delineating a unified picture of the phenomenon or problem at issue. It is a brilliant way for accessing and understanding people's perceptions, meanings, definitions of situations and constructions of reality. (Tarawneh, 1992).

An interview is an encounter between a researcher and a respondent in which an individual is asked a series of questions relevant to the subject of the research. The

respondent's answers constitute the raw material to be analysed later (Ackroyd & Huges, 1981). Alternatively, Kvale (ibid, p.14) defines an interview as an interchange of views between two or more people on a topic of mutual interest.

Interviews are a form of questioning characterised by the employment of verbal questioning as its principle technique of data collection (Sarantakos, 1993).

Since interviewing aims to gain information, opinions or particular knowledge about a phenomenon from a person who is aware of it or has some data related to it, so the interview between researcher and respondent requires a high level of awareness on the part of the researcher, and the ability to conduct a conversation in a proficient way in order to open the doors to the researched information. Therefore, interviewing is not just a conversation, but a dialogue imbued with a shared positivity. The form of an interview - questioning by one person, answering by another - can be used for a variety of purposes (Dillon, 1990, p.2).

Interviews have several characteristic features as summarised by Denscombe (1998, p.133-134):

1. The most fundamental feature of the interview is that it is conducted with a group, and group interaction best describes an average attitude or conception of the problem at issue;
2. A second feature of the organisation of the interviews was that interviewees should be selected according to their attitudes to and degree of involvement in the problem of the research.
3. Third, there should be an attempt to generate a relaxed and informal atmosphere for the interviews.

Interviews are considered an appropriate tool in the following situations:

- The required information is complicated, sensitive or highly confidential.
- The researcher possesses easy access to the Gatekeepers.
- The nature of the required information cannot be obtained with other techniques.

It is necessary to understand the constructs that the informant uses as a basis of his/her beliefs about a particular matter or situation (Smith, Thorpe & Lowe, 1999).

Interview methods vary according to the purpose of the interview, and include standardised, in-depth, ethnographic, elite, life history and focus groups (le Compte & Preissle, 1993; cited in Cohen et al., 2004).

4.2.5. The Value of Interview Methods

In practice, interviewing seems to enjoy a variety of advantages. The main benefit is that it allows for greater depth than is the case with other methods of data collection, complimenting or integrating the subjectivity of the personal response of interviewees with the objectivity of collective response.

Moreover, Abraham (2000) clarified many of the values of interviewing. For instance, it helps the researcher to check the truth of information, as it allows him/her to notice the verbal and non-verbal body language reactions that accompany answers. It also gives the researcher the opportunity to provide information and help to direct the proceedings, and allows the exchange of ideas and information.

The importance of interviews is summarised by Burgess and Low. They argue that interviews entail the researcher probing deeply into the problem to uncover new clues, open up new dimensions and secure vivid, accurate inclusive accounts that are based on personal experience (Burgess & Low, 1999).

4.2.6. Limitations of interviews

The major weaknesses of this technique are as follows. First, interviews are less effective than other methods when socially or politically sensitive issues are raised (Sarantakos, 1993). For example, people may be dealing with the sensitive matters by writing rather than talking about them, inasmuch as culture plays a role. In spite of the democracy in the state of Kuwait, people are usually hesitant to express their feeling,

opinions, and ideas by talking rather than writing. This is a result of the teaching methods and learning culture which do not encourage the verbal expression and its skills in the learning processes (Hana, 2000). Second, interviewing is a much more costly and time-consuming method, especially when analysing the collected data. Third, prior to conducting the interview, it will not be possible to determine the number of interview sessions needed and their length. These matters depend on the verbosity of the interviewee, their willingness to talk and the value of what they are saying (Burns, 2000). However, both the quantitative and qualitative methods also have advantages and disadvantages. Therefore, in undertaking a piece of research, inevitably the researcher must choose between these different approaches in making an area of interest researchable (Gill & Johnson, 1994).

4.3. Quantitative method

4.3.1. The Concept of the Quantitative method

A qualitative research according to Van Maanen (1983) definition is “ an array of interpretive techniques which seek to describe, decode translate and otherwise come to terms with meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world” (p.9). Also, quantitative research is defined as "the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect" (Casebeer & Verhoef, 1997). The strengths of the quantitative paradigm are that its methods produce quantifiable, reliable data that are usually generalizable to some larger population. Quantitative measures are often most appropriate for conducting needs assessments or for evaluations comparing outcomes with baseline data. (Weinreich, 2006)

Hence, this methodology involves finding answers whenever there is a need to determine what, how many, where and when (Higson, 1968). Therefore, in this study of Kuwait head teachers, the researcher manipulates quantitative data collection and analysis techniques, specifically the Likert-type questionnaire which was statistically analysed to gain perceptions about the head teachers' orientations towards, and practices of TQM in their respective schools. This leads to the discussion of the philosophy of using questionnaires in research as below:

4.3.2. Questionnaires

The use of questionnaires in quantitative research is very common. The main characteristic of this approach is that it is administered personally to the respondents by the researcher or sent to them by other means (email, telephone, fax, mail, etc.). Furthermore, respondents offer the data with limited interference on the part of the research personnel. The process of questionnaire construction requires certain rules to be adhered to if the research is to be successful. These rules are referred to by several authors (Bailey, 1996) as follows:

- Questions must be well-presented and easy to read and to follow.
- Clear instructions of methods of answers must be provided.
- Vague words and academic jargon should be avoided.
- The questions must be brief and specific.
- The research needs to avoid double-meaning and leading questions.
- The appearance of questions should be professional and encouraging.
- All questions should be checked for possible bias and ethical appropriateness.

4.3.3. Value of the questionnaire method

The quantitative approach has many advantages as Sekaran (1999) mentions:

1- Providing data representations and generalisability by reaching a large number of respondents by practical and convenient means.

2- Ensuring validity and reliability of the results by applying statistical techniques to data analysis and interpretation.

It is because of this, that researchers characterised quantitative methodology as 'generalisable hard and thin'. The major advantages of this approach are as follows (Cohen et al., 2004):

- It is an efficient way of data collection.
- It offers an economic way of data collection.
- It allows for the possibility of generalisation.

4.3.4. Limitations of the questionnaire method

Wong (1992) identified some disadvantages of this methodology:

- 1- Focus on social structure without addressing the social process itself.
- 2- Over-simplify and abstract the subject matter.
- 3- May be insulated from the real context of the problem under investigation.

Sekaran (1999) adds that the response rate is almost always low. The major limitations of questionnaires according to Kidder, (1981) are:

- Low response rate.
- Not allowing probing, prompting and clarification of questions.
- Researchers are not sure whether the questions are answered by the right person.

4.4. Data analysis process

Techniques of quantitative data analysis are well developed, precise, and numerically oriented, and very diverse compared to qualitative data analysis (Sekaran, 1999). The production of data by most methods of collection requires some accurate

manipulation to organise it into an acceptable form for analysis. The data reduction technique is used for this purpose. It involves data-coding, data-grouping and data-scaling procedures. Having accomplished this process, the researcher had the option to decide whether to analyse the data manually or with the aid of computer software. One of the popular software packages available today is Statistical Software Package for the Computer (SPSS). It is a sophisticated piece of software used by social scientists and related professionals for statistical analysis. However, a certain degree of caution has to be maintained. The use of a computer package should not replace statistical reasoning, the correct selection of a statistical test, or careful evaluation of the underlying assumptions and cautious interpretation of results (Burns, 2000). Practically speaking, the researcher will utilise the SPSS in analysing the data, making sure the computer results would be compatible with statistical reasoning and the nature of the study.

4.5. Triangulation Methodology

Triangulation is typically perceived to be a strategy for improving the validity of research or evaluation findings: '[. . .] triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, don't contradict it' (Miles & Huberman, 1994, p. 235). It is essentially a strategy that will aid in the elimination of bias and allow the dismissal of plausible rival explanations such that a truthful proposition about some social phenomenon can be made (Campbell & Fiske, 1959; Denzin, 1978; Webb, Campbell, Schwartz, & Sechrest, 1966). Denzin defines triangulation as '[. . .] the combination of methodologies in the study of the same phenomenon'. Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researches to enhance the validity of research findings. Regardless of which philosophical, epistemological, or methodological perspectives an evaluator is working from, it is necessary to use multiple methods and sources of data in the execution of a study. Using different methods of investigating a

problem could enrich the result more than using one method alone; in addition, a combination of methods makes the research result more valid and reliable.

Cohen and Manion (2004) suggest that triangulation can be a useful technique where a researcher is engaged in a case study:

Triangulation techniques attempt to map out the data, or to explain the situation more fully by studying it from more than one standpoint and by making use of both quantitative and qualitative data. (p. 269)

In addition, Mason (1996) states that triangulation allows a holistic picture to develop. It is useful in capturing a more complete, holistic and contextual portrayal of the topic under study.

In order to address a research question or set of research questions, researchers must devise a strategy or, as Bryman suggests, 'a general orientation to the conduct of social research' (Bryman, 2001, p. 20). Sekaran (2000), in this sense, emphasises the need for a multi-method of data collection as almost all data collection methods have biases associated with them, and therefore, when collecting data responses collected through interviews and questionnaires, which are strongly correlated with one another, we will have more confidence about the quality of the collected data. This is the mixed methods research strategy which Bryman suggested. The methods may be a mix of qualitative and quantitative methods, a mix of quantitative methods or a mix of qualitative methods. Adopting a mixed method strategy may constitute a strategy in its own right or it may be subsumed within another research strategy as in the case of adopting a case study design in which a number of different methods are embedded. Mixed methods research also means working with different types of data. It may also involve using different investigators – sometimes different research teams working in different research paradigms. For these reasons mixed methods research is often referred to as 'multi-strategy research' (Bryman, 2001, p. 20) implying the application of a number of different

research strategies related to a complex range of research questions and a complex research design.

Burgess (1984), on the other hand, chooses the term ‘multiple research strategies’ to describe the use of diverse methods in tackling a research problem. According to this view, research methods that do not apply sampling, observation and interviewing are considered narrow and inadequate. His argument is that researchers ought to be flexible in selecting a range of appropriate methods.

Finally, qualitative and quantitative methods may appear to be opposites derived from different philosophical views. Both help to contribute to a precise comprehension of the phenomena at issue and both are justifiable tools of social research, providing an insight into human behaviour. It should be appreciated that one approach is neither better nor worse than the other; they should be better simply integrated into each other (Sekaran, 1999).

Quite often a researcher, as the case in this research, needs to combine, merge and integrate different methods of data collection and procedures.

4.6. Design of Research

4.6.1. Design

This research is designed to explore a new area of research in Total Quality Management in the State of Kuwait – that is, the assessment of TQM in education. TQM has been investigated and discussed in business, labour, industry, and higher education in Kuwait, but not in Intermediate Education. This study is considered the first study to assess the awareness and implementation of TQM principles in school administration in Kuwait by examining the roles of school leaders in all public Female Intermediate Schools of the State.

The researcher utilised a triangulation methodology, and manipulated a combination of qualitative and quantitative methods which could achieve the required

evidence for this study. Specifically, the researcher used semi-structured interviews and unstructured interviews as instruments in the study. As well, quantitative data was gathered using the closed sections of the questionnaires that had been statistically treated on the SPSS. Therefore, a qualitative approach of research was used for this study, triangulating and integrating interviews and questionnaires to gather views on the application of these in head teachers' practice.

Data was gathered through semi-structured interviews that were audio-taped and transcribed verbatim. Questions for the interview were derived from the TQM literature and a description of the status quo in Kuwaiti female intermediate schools in order to elicit an image of TQM as adopted by the school system studied. As will be explained, the study passed through five stages which helped to create a clear picture of the sample's reality and development of questionnaire. These involved data-gathering, data-coding, data-analysis, synthesis and categorisation.

4.6.2. Sampling

The purpose of this study was to identify the TQM factors in the leadership role of head teachers in Female Intermediate Schools (FIS) in the State of Kuwait. As in the case in the original study, there is no accurate database of TQM in school administration in Kuwait. Therefore, the researcher intended to examine the head teachers in all 82 public Female Intermediate Schools (FIS) in Kuwait, who are the main subject of this research project. In addition, the researcher has involved other subjects such as teachers, senior teachers, and parents. The study was carried out in Kuwait during the regular academic year 2005/2006.

4.6.3. Research Questions

I. Key Question

To what extent does the leadership role of head teachers in Female Intermediate Schools in the State of Kuwait match with the principles of Quality Management?

II. Sub-questions

6. What are the perceptions of classroom teachers and senior teachers of the extent to which TQM is a factor in their working lives?
7. What are the perceptions of parents of the work of head teachers regarding Total Quality Management?
8. To what extent are the principles of TQM incorporated into the role of head teachers in FIS in the State of Kuwait?
9. Is there a mismatch between head teachers' attitudes and the actual role in implementing Quality Management principles in FIS in Kuwait?
10. What are the barriers to the implementation of Quality Management principles with regard to the role of head teachers' in FIS in Kuwait?

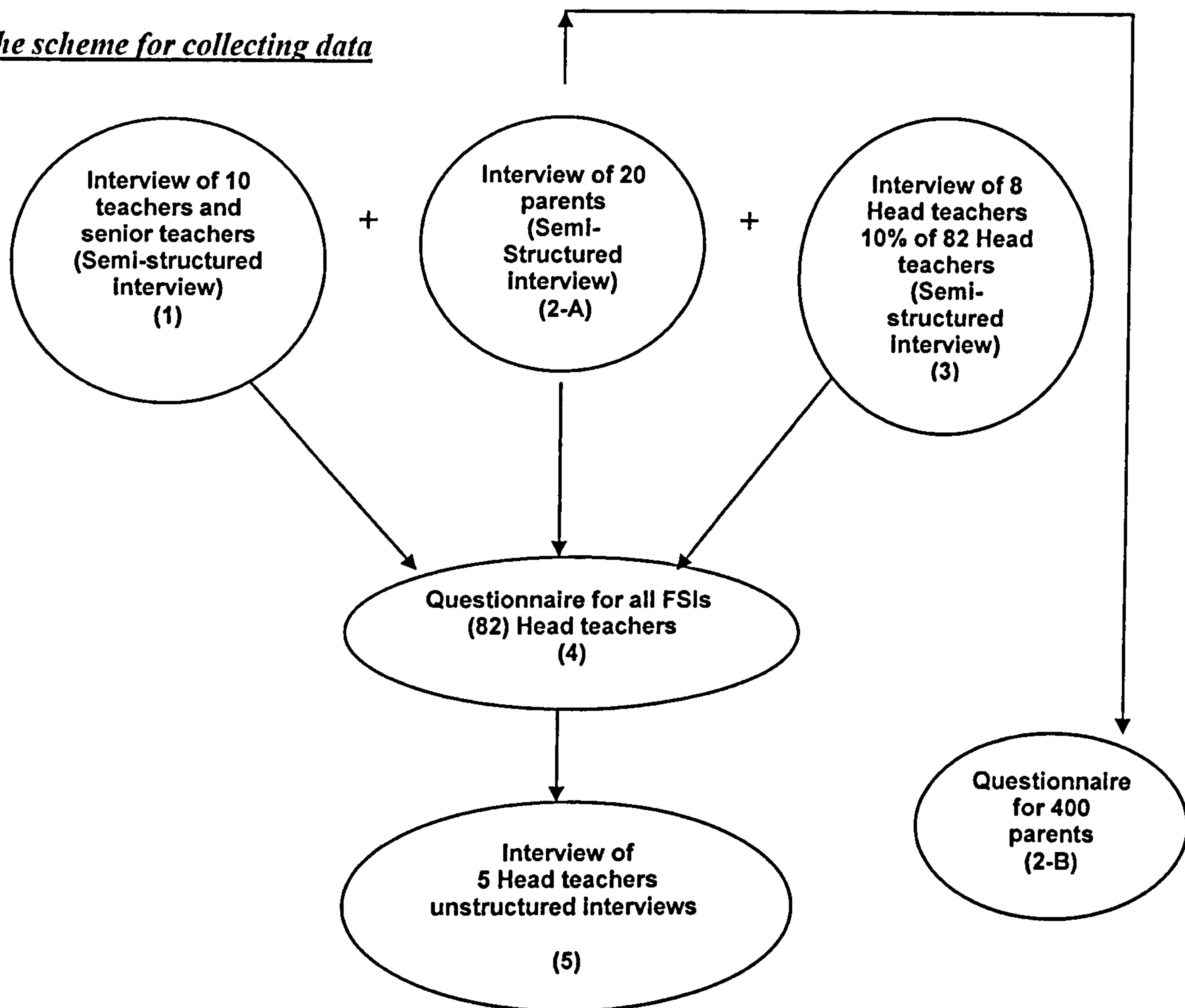
The researcher, therefore, thought that attitudes should be elicited, explored, and examined. Views would be gathered, using a combination of interviews and questionnaires in a triangulation of methods. There was no single, unique technique that could be used in data collection because every technique has its own strengths and weaknesses.

According to Cohen, et al., (1993), the methods in educational research are described as the range of approaches that are used to gather data, which is to be used as a basis for inference and interpretation, for explanation and prediction. It was compatible to the purpose of this study to combine the research methods to get the most out of the situation by applying different approaches at different parts of the study, to achieve

balance and intellectual breadth and rigour (Silverman, 1985). This combination of methods is referred to as triangulation research strategy.

Figure 4 shows the research method plan for collecting data:

The scheme for collecting data



4.7. Procedure & Technique: Stages of the Investigation

The above figure summarises the triangulated approach to research methods manipulated for this study and summarises the stages in which the qualitative and quantitative study occurred. The following is a detailed description of these stages:

Piloting study- validity of this stage - peer review for first interview

4.7.1. Stage One

Description of the stage

In this stage, the researcher used an interview as a method to explore the perspectives of teachers and senior teachers regarding the extent to which TQM is a factor in their working lives, as indicated by research Sub-question 1. This research adopted semi-structured interview with ten female teachers and senior teachers from various main subjects such as Islamic studies, English, Arabic, Science and Mathematics.

Sample of Stage One

Sampling is required simply because the researcher cannot observe or record everything that occurs (Burgess, 1982a).

Qualitative samples are usually small in size. Ritchie and Lewis (2003) identified three main reasons to justify this:

First if the data are properly analyzed there will come a point where very little new evidence is obtained from each additional fieldwork unit. Second, statements about incidence or prevalence or prevalence are not the concern of qualitative research. Third, the type of information that qualitative studies yield is rich in detail. There will therefore be many hundreds of 'bits' of information from each unit of data collection. In order to do justice to these, sample sizes need to be kept to a reasonably small scale. (P. 83)

Probability sample is popular in randomized controlled trials (Cohen, et al., 2004, p.99) This kind of sample is useful if the researcher wishes to be able to make generalizations because it seeks to represent the wider population. There are several types of probability sample these include: simple random sample, cluster samples, stage samples, systematic samples and multi-phase samples. All of these are random.(Murad & Hadi, 2002)

The researcher has chosen simple random sampling for the interview with teachers and senior teachers; this is one in which each and every member of the population has an equal chance of being selected. It is the best way yet devised for obtaining a sample that is representative of the population from which it has been selected. (Wallen & Fraenkel, 1990) The reasons of choosing this kind of sample are, first: this kind of sample gives each member of the population an equal chance of being selected. Second: each selection is entirely independent of the next (Cohen, et al., 2004, p. 100)

The sample involves the main departments of the school which are "Islamic studies- Arabic Language- English Language-Science-Mathematics." The total number of teachers in the main departments, according to the Statistic Report in female intermediate schools, is 1050 (MOE, 2007). Therefore, the researcher has determined the minimum requirement is 2% which represents 10 people. Interviewees were chosen randomly by many steps:

- 1- Dividing the schools to their five sectors
- 2- Numbering all the schools
- 3- Drawing one number from each sector, (five schools)
- 4- Choosing two participants from each selected school for the interview.

In this last step the researcher asked the head teachers to provide her a time table of each main department to choose the teachers for the interview, according to their free time. The researcher implemented the same previous steps in choosing the teacher for the interview by numbering the teachers and drew two numbers for each school. This was done in order to avoid any direct action by the head teachers in choosing the respondents. To carry out interviews, the researcher received a letter of permission to enter schools

from the Ministry of Education (Appendix 1). All the formal interviews with teachers were held inside the schools during the school day.

In the first interview, the researcher interviewed one teacher who had a class during the time of the interview, so the teacher cut the interview short to prepare for the lesson. For this reason, the researcher decided to arrange the interviews' times with the deputy head teachers to reduce the time conflict. Some teachers were interviewed immediately after their class; others were contacted at arranged times.

Before the main interview took place, two volunteer teachers were interviewed which not only helped to increase the reliability of the study, but also gave a realistic estimate of the average time for the interviews. It also gave the opportunity to test how the teachers felt about the interview questions, and how to overcome anything unexpected that might interrupt the interview, such as mobile phone calls or delays in operating the tape recorder.

For ethical reasons, consent letters were sought from the participants, and permission was given by participants for the audio-taping of the interviews.

In these interviews, the researcher asked the interviewees eight questions which were related to the TQM principles in order to investigate the extent to which TQM factors and impact on their working lives. These have built on an extensive review of pertinent literature, especially the main principles of total quality management (see Chapter Three, p. 65). The researcher carried out individual interviews to ensure greater detail and to personalise the issues. A small portable tape recorder with a sensitive integral microphone was used to record each participant's comments so that 'we don't have to worry that we have missed something' (Gray, 1996, p. 218).

In addition, the researcher took note during the interviews of any emotional expression of the interviewees. As Bailey (1996) pointed out, in some cases this is thought to be important because some expressions and words may have useful meanings in the context of the issue being investigated. In addition, the note-taking was applied

when the respondents requested that the researcher switch off the tape recorder for some intervals in the meeting.

However, successful interviewing requires certain skills from the researcher. The researcher needed to be a very active listener, look interested, and be perceptive and sensitive to verbal and non-verbal cues. Paralinguistic cues, were noted and explanations asked for where possible.

Over the period of three weeks, semi-structured interviews were conducted with teachers from different schools.

Data analysis

Bogdan and Biklens (1998) described the analysis of data as a complex commission that involves working with data, organising it, dividing it into categories, searching for patterns, discovering and drawing conclusions. Broadly, the task of analysing interviews involved two closely related processes: managing the collected data and analysing it by abstracting from this data the important information. This approach was employed as follows:

All of the interviews were tape recorded, and the interviews were transcribed at the end of each interview session.

Next, the transcripts were checked, edited and prepared for analysis. Prior to analysing the data, each interviewee was provided with a copy of the relevant transcript to comment on. It is well known that transcribing a tape's content is time consuming, therefore, writing the transcription directly onto the computer and then editing the text proved to be a useful technique in reducing the time required. Following transcription, the next step was analysing the data. This research has adopted a common model which is *Inductive analysis* of interview. An inductive basis process includes arranging interviews in categories and recognizing patterns or relationships between these categories contrary to the procedures of Quantitative interviews, categories and patterns coming from interviews

instead of interviews before collection process (Abu-Zaina, et al., 2005).. Inductive processes of interviews produce a descriptive structure that is more abstract and comprehensive for a number of situations and opinions. However, analysis of qualitative interviews do not use Quantitative methods, and can seem less strict and disciplined than those based on statistical patterns. (Murad & Hadi, 2002)

The inductive approach and its implementation in this research can be summarised as follows:

Data reduction

As part of the analysis process, data reduction occurs continually throughout the analysis. The main objective of this process is to reduce the amount of collected data without removing it from its context. Data reduction can be achieved through editing, segmenting, categorising, summarising, coding, theme finding, conceptualising and explaining. For the purpose of this research, the researcher took many steps, as follows:

1. The researcher started analysing the data in parallel with the process of collecting it; because each activity (collecting data and temporary analysis) provide information for other activities and form a motivation for it. Data analysis process is carried out in a relatively organized method which requires self-discipline and mental organization of the researcher, in addition to persistence. Dealing with qualitative data (especially interviews) is considered a speculative mental activity as described by researchers (Abu-Zaina, et al., 2005) usually a group of analytical observations which help easy moving from large and raw data to a level more abstract and accurate.
2. The researcher divided data into parts (units) and masses of meaning related together within literary concepts, and because of the difficulty in processing large amount of various contents in the same time; the research was focused on a certain time on small and similar groups. In spite of this, the condensed

analysis starts with revising all data (interviews) to obtain a whole understanding helping in the interpretation of smaller units of data.

3. The researcher gave codes for data where a method of comparison is used concerning the aspects of similarity and difference in all mental tasks in determining the parts of the same category and assembling these parts which called (headings) which comprised in larger groups to form the category. Attal (2005) said that:

"The researchers through dividing data into title or headings, they rearrange or organize data to deal with it. Assembling title is carried out later to categories at the purpose of reaching patterns for interpretation. The researchers are developing their data categories through continuous comparison for each category with other categories to determine its distinguished attributes. A similar method is used to find out patterns among these categories" (p.243).

4. The researcher after classifying the parts of data to many headings, it was merged to categories. These categories have been derived from preliminary investigations with the subjects and are grounded in the theoretical framework of the study. As an attempt to ensure the building of this analysis plan, the researcher sought the help from a college has the knowledge and experience in the field of qualitative analysis and data classification. So, large quantities of data have been processed by merging whatever related to each subject i.e. the category file. These categories were considered theoretically from research and literature review. It was agreed between the researcher and her college about classification process in order to attain the subject related result by Issue of repetition more than 50% which is the ideal ratio as determined by the many researchers. (Abu-Zaina et al., 2005)

The researcher intended to reduce the number of the categories which were 15 by combining some parallel categories to each others to be six major categories.

The following table adapted from Creswell, (2002) which showed an overview of the inductive analysis and coding process in this stage:

Table 4.1 the inductive analysis of stage one

Initial read through text data	Identify specific segments of information	Label the segments of information to create categories	Reduce overlap and Create a model incorporating most important categories
Many pages of text	Many segments of text	15 categories	6 categories

Data display

Because qualitative data is typically bulky, dispersed and voluminous, data display helps in organising, compressing and assembling information. Miles and Huberman regard data display as essential and a major avenue to valid qualitative analysis. Data can be displayed in different ways, such as in diagrams, graphs, networks, charts, tables, etc. Displays are used at all stages of data analysis, since they enable the organisation and summarising of the information and show the stage that the analysis has reached.

In this research the data was displayed using diagrams and tables as shown in the following chapters.

Data explication

Then, bridges were constructed and relationships among the various categories and TQM literature by wrote an explanation which is illustrated in the next chapter. However, the presentation of this information may vary, from a full account, to one line. (Abu-Zaina et

al., 2005). Then, the responses of the interviewees were placed into six categories relating to these TQM factors; these will be dealt with in detail in the next chapter.

Limitations

One of the main limitations was the participants' language; all the interviews and questionnaires had to be translated into English for use in this thesis. This process could, to some extent, alter the original meaning of the quotes, or perhaps misrepresent the views of the participants, which could result in what Delgado-Gaitan (1994) calls 'the problematics of representation due to the language translation' (p. 301). In the attempt to be as accurate and comprehensive as possible in transforming the participants' responses from Arabic to English, ensuring the relevance of the extracted quotes, the researcher had to strive to translate some of the words used by participants because they might hold several interpretations.

Another barrier the researcher was confronted with, which to some extent limited the research methodology and the data collection process, involved the audio-taping of the interviews. Three of the teachers declined to record their answers. One of the justifications for the objections was that they would be embarrassed and intimidated by the process of being recorded. This is a common response. Johnstone (2000) notes, for example, that 'the setting up and the tape recorder [...] can [make] people embarrassed and self-conscious, [and] make them start talking in an unnatural way or to stop talking at all.' (p. 105).

In these circumstances the researcher returned to the time-honoured tradition of diligent note-taking. Taking notes either completely (when possible) or by using abbreviations, helped capture key ideas that emerged during the interviews.

During the interview stages, the researcher wanted to capture as much as she could of the participants' thoughts. Therefore, during the conversation, the researcher rarely had time to make crucial eye-contact with the teacher. However, from the

perspective of the researcher the technique of recording interviews by hand prevented capturing all the details that the audiotape could preserve, such as the silence and the tone of the participants, which enrich the quality of the data.

4.7.2. Stage Two

Description of the stage

In this stage the researcher intends to investigate the perceptions of parents regarding the role of head teachers in schools. Parents are considered as crucial stakeholders in the educational process and many TQM researchers consider the parents as the external customers in educational process who "consume" the product or service offered; or receiving the output of another's work (Al-Banna, 2007). Therefore, asking those about their opinions is very significant for school improvement.

This stage is divided into two different parts. However, the second part was created as a consequence of data analysis in the first part.

The Sample of Stage Two-First Part

The researcher was concerned to make the parent interviews at same schools which have been chosen as samples of teachers and senior teachers' interviews. That was because the researcher found a positive attitude and collaboration from the head teachers and administrators which encouraged her to continue collecting data in the same schools. In this stage; questions for the interview were based on the TQM elements related to dealing with parents which were conceptually developed from the main principles of the study which have been derived from preliminary investigations with the subjects and are grounded in the theoretical framework of the study).

These were as following:

Factor 1: Head teacher's cooperation.

Factor 2: Head teacher's communication.

Factor 3: Head teacher realisation of parents' wishes.

Factor 4: Head teacher involvement of parents in the decision making process.

Factor 5: Head teacher involvement of parents in school activities.

The researcher made the semi-structure interview with 20 parents from selected schools in stage one. However, she has faced many limitations in choosing the parents for the interviews, whether randomly or non-randomly. Therefore, the researcher used the Convenience Sampling.

A convenience sample is a group of individuals who (conveniently) are available for study (Wallen & Fraenkel, 1990). The implications of this was that the researcher chooses four parents from each school and ask them to attend an appointment for the interview.

Parents preferred to be interviewed in their own homes, while the researcher met with others in other places, such as coffee shops (generally unsuitable sites, but were used because they were suggested by the participants).

Hand-outs were distributed to parents to describe the purpose and the usefulness of the research and to explain their rights in these interviews. Parents were acknowledged for having the ability to provide valuable contributions to educational research and for having limited time. Most of the interviews were taped, despite the fact that two of the parents refused. However, an advantage of the tape recorder was that the researcher was able to replay the interviews as many times as desired at a later time. Although the interviews were recorded, the researcher still took notes for every participant. This is an approach recommended by Rubin and Rubin (1995), who suggested that taking notes will '[...] force the researcher to listen and hear the main points [...] and to scribble down possible questions to use later in the interview and keep track of the discussion' (p. 127).

Limitations

In the cultural context of Kuwait, field research for women is not an easy task. Due to cultural barriers, no male volunteer would even agree to sit with a female researcher for almost an hour discussing various issues concerning their experience in their child's school. As a result, most of the participants at this stage were female. The idea of contacting males arose because the researcher felt it important to present a perspective that might be different from that offered by females.

Despite all their concerns, the researcher was really looking for as much information as she could glean from them. Accordingly, she contacted some of the fathers as possible interview subjects and requested the phone number of some of the anticipated volunteers in order to interview them by phone. Many of them questioned why she had chosen them, and finally they refused her request. In addition, the choosing of the sample is built on a certain availability of people, and many researchers did not consider this kind of sample representative of any population (Murad & Hadi, 2002). Unfortunately, this is sometimes the only option available to the researcher, and for this particular case, many researchers recommend that the study be replicated with a number of similar samples to decrease the likelihood that the results obtained were not simply a one-time occurrence (Wallen & Fraenkel, 1990). However after the analysis, the researcher found that there was no consistency among the answers of the twenty parents' interviewed and needed to replicate another sample. In another word, the responses of participants were approximately conflicted, there were equality between the agree and disagree answers in majority of interview factors and need to replicate another sample and method for that the researcher intends to investigate the perspectives of another sample of parents by using questionnaire.

Data Analysis

In this stage; the researcher based her analysis on the analytical approach, because the design of this stage and the nature of collecting its data to cope with this approach of analysis was more than "story-telling approach" or "case study approach" (Rubin & Rubin, 1995). The approach uses a four-step process "Literature Review, Development of Initial Conceptual Model, Data Collection, and Revision of Conceptual Model" (Thomas, 2003).

The researcher in the process of analyzing data at this stage based on the pivotal concepts previously determined within literature review. That is because after revising the subject of interview, the researcher found that a part of data was organized under concepts set by the researcher, which is the pivotal research in this stage. Furthermore, the researcher has designed diagrams and tables for more clarification.

The sample of Stage Two- Second Part

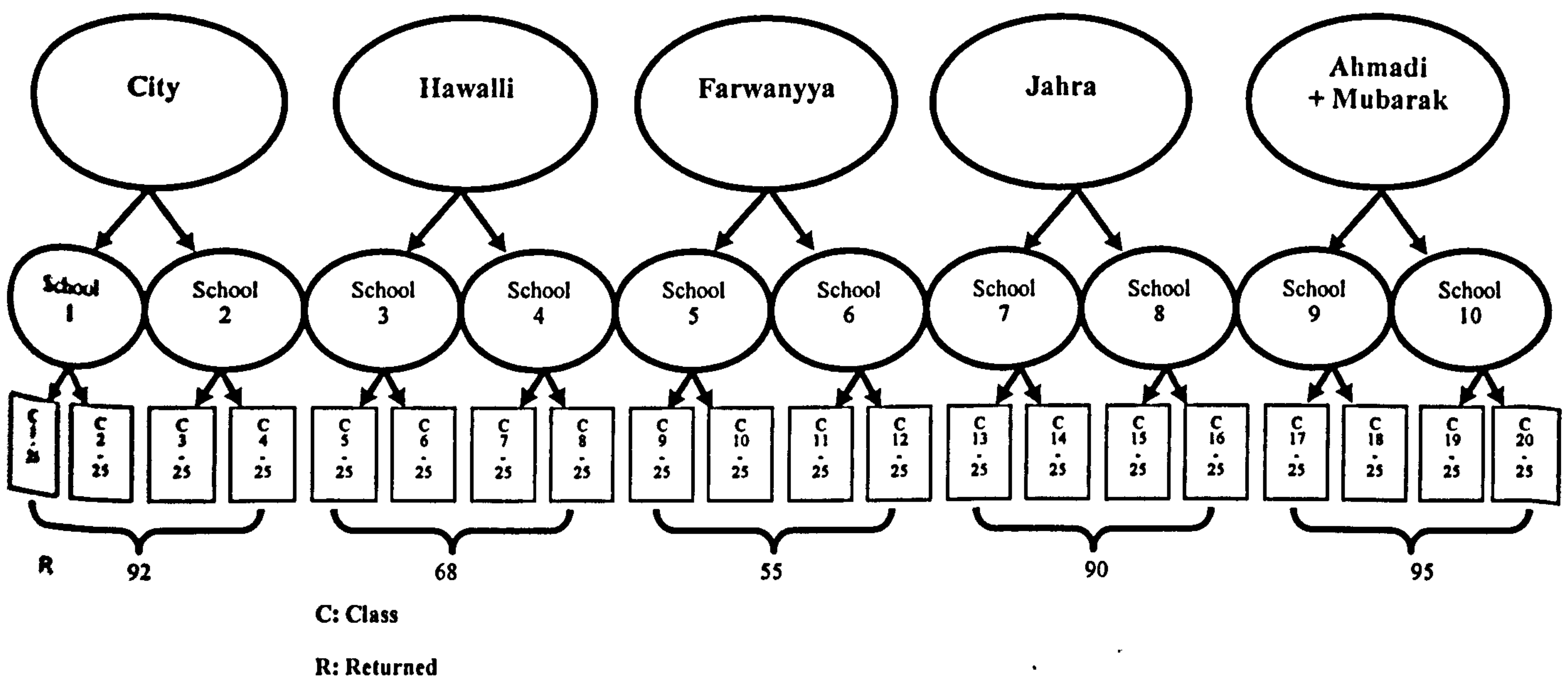
Consequently, the researcher decided to investigate the perspectives of another random sample of parents distributed in all sectors of the State of Kuwait. In order to achieve the reliability and validity of the answers, the questionnaire's statements were based on the answers in the parents' interviews which are related to some TQM factors. This questionnaire was developed in a 4-Likert type (Cohen, et al., 2004). In order to achieve the reliability and validity of the answers, the researcher intended to design a questionnaire for a sample of 500 people across the female intermediate schools. As a result, this phase of interviews and questionnaires contributed answers to the research Sub-question 2.

The researcher chose the sample for the questionnaire by using Cluster sampling. Cluster sample is similar to simple random sampling except that groups rather than individuals are randomly selected. (Murad & Hadi, 2002). The advantages of cluster

sampling are that it can be used when random sampling of individuals is difficult or impossible. It is also often far easier to implement in schools, and is frequently less time-consuming (Ritchie & Lewis, 2003).

It is often useful to combine cluster sampling with individual sampling as Two-Stage Random Sampling (Wallen & Fraenkel, 1990). Rather than randomly selecting 400 parents, the researcher might decide to select 10 schools randomly from the 82 in all five sectors (two from each sector), and then randomly select 2 classes from each school. Then choose 25 students from each class to pass the questionnaire to their parents. This would be better than using all the students in a few randomly selected schools. However, the researcher distributed 500 questionnaires but only received 402 in return. The following figure shows the details of this stage

Figure5: Cluster sampling of parent Questionnaire's sample.



However, the questionnaire will be analysed by using SPSS programme and discussed in depth in the next chapter.

4.7.3. Stage Three

Description of the stage

The researcher analysed the answers from stages one and two to develop questions to be employed in the semi-structured interviews with eight head teachers, as they represent 10% of the total number of schools (82). The interview questions probed their actual roles in their schools, and the author encouraged naturally flowing interviews to optimise this gathering of information. This process should help to answer research Question 3.

Sample of Stage Three

The researcher has chosen the eight head teachers by using Simple Random Sampling as the most popular method in the probability sample in educational and social research by implementing the same techniques which have been used in previous stages by drawing schools' numbers. In this stage the researcher has drawn two times to choose two head teachers in (1-Ahmadi and Mubarak Al-Kabir, 2-City, and 3-Farwanyya), as the biggest geographic sectors in the state of Kuwait, and repeated that once in both Jahra and Hawalli sectors to make a total of eight head teachers out of 82 which represent 10%.²⁶

Before starting the interview, the researcher introduced herself in writing to the head teachers, stating the general purpose of the interview. However, for more validity, the researcher avoided mentioning the specific focus of the study, which was to investigate the place of TQM factors in their daily work, in order to avoid leading them in their answers.

Then, she discussed issues of confidentiality, and gave assurance that the answers would be used for research purposes only.

For more validity, she presented the questions used to the research supervisors and got necessary feedback. Also, she pre-tested the interview procedures by piloting the method on three deputy head teachers in various schools.

She tried to establish a rapport with the respondents, based on honesty and truth in order to create a relaxed atmosphere and to encourage them to complete the interview process. The researcher tried to keep the interview free from working stress and not to rush, to allow the participants to relax by choosing the most suitable time for the interview.

The researcher focused her attention on what the respondents said, by using the 'extra mind' tie to evaluate what she was saying (Mertens, 1998). The researcher controlled the discussion to make it serve the purpose of the research and not to let the interviewee direct the interview.

At first, the researcher recorded four transcribed interviews. However, some of the head teachers interviewed thought that the questions were an evaluation process of their jobs, and therefore they refused the recording as it might function as a document that threatens their security. They wanted the researcher to only jot down using the pen, instead of a recorder. The interviewer concluded the interviews by thanking the participants and explaining what she planned to do with the data and how she would present it. Finally the researcher sent files for each head teacher, which included a letter to thank her for volunteering, and a copy of her responses

Data Analysis

The process of data analysis resembled the processes used in previous stage. However, the researcher reduced the answers to eight categories, as follows:

1. Student as primary client,
2. continual improvement,
3. school atmosphere,
4. teaching evaluation/Teacher Appraisal,
5. all participation,
6. decision making,
7. concentration on processes and results,
8. professional development and training.

Limitations

Many factors influenced the researcher's judgements in selecting the interview technique. First, its flexibility, interviews can be adjusted to meet many diverse situations. Second, an interview would allow the researcher to control the environment under which the questions are answered. Third, more complex issues could be raised and discussed, because the presence of the interviewer could assist in clarifying any misunderstandings (Bailey, 1996). The fourth reason is that the interview technique should provide very specific details which can be employed in the design of the questionnaire for the main sample (all the head teachers).

However, there are many limitations in this stage which the researcher has faced. For instance, she drew three times in Jahra because at the first drawing the head teacher rejected to engage in an interview and the second was also refused, fortunately, the third was accepted. Additionally, the majority of the participants complained that there was no free time and they spent a limited number of minutes on the interview.

4.7.4. Stage Four

Description of the stage

Quantitative methods of surveys using questionnaires were appropriate and hence adopted as the major instrument in this study. The reason for using this tool as the main measurement of the study was 'its wide use as a useful instrument for collecting survey information' (Cohen, et al., 2004). The researcher categorised the data from the last three stages into sub-categories and then used these principles of TQM, to produce a questionnaire, which incorporated a Likert-style scale. The purpose of the questionnaire was to investigate the current leading roles of the head teachers and to explore the place of TQM factors in their work in FIS and to investigate if there was a mismatch between their attitudes toward TQM elements and their perceptions of their actual implementation in their daily work. This questionnaire, having been validated and assessed for reliability by the test-retest method and content validity by jurors,

A response to the key research question and to Sub-questions 3 and 4 was provided. It also confirmed the validity of the answers to Questions 1 and 2, by filling any gaps identified in the data from the recorded interviews. In a questionnaire survey, the aim is to get standardised information by offering everyone the same stimulus: the same questions presented in the same way, so that any variety in the answers is a true reflection of variety of views and circumstances among the respondents (Munn & Drever, 1990, p. 33).

In order to make the questionnaire an effective research tool in this study, the following points from Johnson and Johnson (1994, p. 38) were addressed:

1. Clarity of statements and the response scaling;
2. direct contact with the informants;

3. raising the motivation of respondents and ensuring brevity of items to save informants' time;
4. ensuring effective administrative arrangements for the return of the questionnaire.

In this study, the researcher designed the first draft of the questionnaire using a multiple-choice design. However, after piloting the questionnaire with ten volunteers, the answers appeared to be inaccurate and not sufficiently specific. The majority of the respondents considered the questionnaire to be a performance evaluation. By choosing the most correct answer, by means of the multiple-choice technique, they were provided with many choices which might have led their answers. For this reason, the researcher redesigned the questionnaire using a five-point Likert scale, ranging from 'I strongly disagree', to 'I strongly agree'. The items were meaningful for principals where a standard language rather than specialised terminology or abbreviations was used, with no space for emotionally-laden vocabulary. Care was taken to ensure that all items were positive statements.

The answer section was divided into two parts (Appendix 2). The first part examines their attitudes toward the TQM elements; the second part examines the actual implementation in their working life. With this design, the head teachers were not cornered into choosing the perfect answers but given space to answer freely.

However, Bell (1999, p. 127) describes piloting as an 'approach that tests how long it takes recipients to complete the questionnaire, to check that all questions and instructions are clear and to enable the researcher to remove any items which do not yield usable data'. This required the researcher to provide explanations when needed, and to make clear questions or parts of questions deemed unclear by the informants. Another benefit of conducting the pilot study was to demonstrate how useful the open-ended questions at the end of the questionnaire were and to make necessary rewording.

Finally, the questionnaire went through several revisions, as a result of the pilot testing. The first revisions to the test led to modification of the instrument (e.g. improved

readability, simplified language, clarified items) until a satisfactory form of the questionnaire was achieved. The reliability of the total scale and subscales was evaluated using Cronbach Alpha.

In addition, the questionnaire was given to several experts at the Basic College of Education. Their final judgment was accepted as an evaluation of the validity of these research instruments among Kuwaiti subjects. To this effect, these faculty research experts at the College issued a confirmation letter as to the validity of the documents for Kuwaiti culture.

The questionnaire was translated from English, since the population studied in this research consists of native Arabic speakers. An expert in Arabic conducted the translation. To ensure the maintenance of the themes in the original form, the Arabic version was reviewed by several experts who read and speak both Arabic and English (Appendix 3).

A cover letter was attached to the questionnaire to explain the purpose of this research, the research instrument that was used and how to respond. It gave assurance that the responses would be used only for the purpose of this study, and that the respondents would remain anonymous.

Sample of Stage Four

The questionnaire was distributed to all 82 FIS head teachers in the State of Kuwait. A supporting letter from the Chairman of the Ministry of Education was also faxed to all sample schools (Appendix 1).

The researcher delivered the questionnaire by fax, which is considered the fastest method for covering the intermediate schools in all five sectors. After receiving the 2006 index of phone and fax numbers from the Ministry of Education of all the required schools, the researcher started calling each school and talked directly with the head

teacher and explained the research study and the importance of her contribution. She also checked the number of the school fax.

Limitations

There were practical as well as procedural impediments at this stage; besides the language barrier at the design level, there were also other difficulties. The language difficulty was that the questionnaire was first designed in English and had to be translated; the translation may vitiate some of the meaning or construct validity of the content. Also, getting back the individual questionnaire forms was difficult as they were quite lengthy (12 pages).

4.7.5. Stage Five

Description of the stage

Following this, the researcher explored any limitations that restricted the use of QM principles in FIS administrations by interviewing five head teachers. These discussions would be considered as answers to Question 5. The researcher used unstructured interview and acknowledged that she had recorded all her interviews' data, which she kept to herself to consult when necessary. Having obtained the required data, which would have been recorded in Arabic, she transcribed and translated it into English. Afterwards, the data was analysed, and discussed in a separate section.

This combination had the advantage of the methods complementing each other and establishing the authenticity of the research findings by triangulation.

Sample of Stage Five

The researcher made the structured interviews with five head teachers from the same selected sample in stage one which was one drawn from each sector.

Data analysis

In this stage, the researcher based the analysis on the quantitative approach, the reasons being: the nature of the method used in this stage is un-structured interview, this lead to using the quantitative approach. Also, the researcher has a huge amount of data which caused confusion for her in analysis and then discussion. In addition, the majority of head teachers described the TQM barriers in a very long-winded way, as exemplified in the interviews of stage three; which will be employed in this stage.

4.8. Concluding Remarks

In this chapter, the researcher described in detail the methodology of this study including a description of the population and sample of teachers, senior teachers, parents and head teachers, who participated in this study. The nature of the research topic and the objectives of the research required combining quantitative and qualitative methodologies. For this purpose, several methodologies that have been used by researchers in the field of TQM were considered. Triangulation of methodology, as used by Thiagarajan (1996), was thought appropriate to fit the purpose and set of this study. This combination had the advantage of the methods complementing each other and establishing the authenticity of the research findings by triangulation. The researcher discussed the research design and the adopted methods which included five stages of data collection. Finally, the method of choosing sample and the limitations of this study, especially at each stage of investigation, were presented in detail.

Chapter Five

Results, analysis and discussion for the preliminary phase

5.1. Introduction

The purpose of this study was to identify the elements of TQM in Female Intermediate Schools (FIS) in Kuwait, the perspectives of parents, teachers, senior teachers and head teachers, and how TQM has affected the system's beliefs, by recognising whether or not there is a mismatch or not between TQM principles and head teachers' roles. Therefore, this exploratory research, with the central theme being to investigate the place of TQM in the leadership role of head teachers employed a triangulation of approaches to researching the problem.

The participants in this study represented a diverse and experienced population of individuals who had participated in the evaluation of Total Quality Management efforts in Female Intermediate Schools in Kuwait and in the appraisal of head teachers' leadership roles in catering to the achievement of TQM principles in their leadership styles. The findings were obtained in stages, as described in Chapter Four, and these stages are consecutive and consequential. This chapter presents an overview of the status of educational administration, and the role of school administration in Kuwait, the roles of school principals, both managerial and educational, and the vision and mission of school administration in the country.

This chapter provides the findings from this study at stage one and two, which were interviews with teachers, senior teachers and parents, with investigation and discussion on the results.

Broadly, the task of analysing interviews involves two closely-related processes: managing the collected data and analysing them by abstracting from this data the important information (Bogdan & Biklens, 1998).

5.2. Findings from Stage One

5.2.1. *Data from Interviews with Teachers*

Semi-Structured interviews with five teachers and five senior teachers from each department in Female Intermediate Schools in Kuwait were conducted. It was agreed that the presented data described the current reality of intermediate schools according to their opinions. Responses from interviews have been categorised in relation to TQM factors. This phase of interviewing helped provide answers to the research sub-question 1.

Eight questions (See Appendix 4) were developed based on the following eight factors of TQM at this stage; these were derived from research findings and theoretical considerations:

1. Student as first client
2. Continual improvement
3. Cooperative atmosphere
4. Performance evaluation versus self-evaluation
5. Involvedness/All participation
6. Decision-making
7. Concentration on Processes and Products
8. Training and Professional Development

The following table is shown the profile of participants in interview:

Table 5.1: profile of Teachers and senior teachers' interview participants

Participant's No	Qualification	Subject of Teaching	Occupation	Experience of teaching
T1	Bachelor of English Language	Ahmadi and Mubarak Al-kabbir	Head of English department	17 years
T2	Bachelor of English Language	City	English language teacher	8 years
T3	Bachelor of science	Farwanya	Science teacher	10 years
T4	Bachelor of Maths	Hawalli	Maths teacher	9 years
T5	Master of Science	Hawalli	Head of Science department	20 years
T6	Bachelor of Arabic Language	Ahmadi and Mubarak Al-kabbir	Arabic language teacher	15 years
T7	Bachelor of Islamic Istudies	Jahra	Islamic studies teacher	11 years
T8	Bachelor of Arabic Language	Farwanya	Head of Arabic language	6 years
T9	Bachelor of Islamic stusies	City	Head of Islamic studies department	12 years
T10	Bachelor of Maths	Jahra	Head of Maths department	13 years

However, the answers have been coded and summarised as shown in following tables:

Table 5.2

Answers of the Interviews with Teachers

Item Teacher	Status of student	Case of improvement	School atmosphere	Teacher Appraisal	Staff/Faculty Participation	Decision-making	Focus on Process and/or Product	Professional Development
T1	Student is a client but not ideally and as required	There is limited improvement	Competitive	Inspection	All participate	Collective decision/ not based on facts	Results only	Present, but not effective
T2	Student is a primary client	No improvement	Sometimes cooperative	Inspection	No participation	Head teacher and sometimes Heads of Departments	More results and little processes	No programmes
T3	Student is a primary client	Material improvement	No predominant + atmosphere Cooperative inside Department	Inspection	Non-equivalent participation	Head teacher and not based on facts	Processes and results	No programmes
T4	Student is a primary client	Material improvement	Competitive	Inspection	All participate	Head teacher and sometimes Heads of Departments, and not based on facts	Processes and results	Present, but not effective

T5	Student is a primary client	simple and self improvement	Competitive	Inspection	All participate	Management only and not based on facts	Processes and Results	Present, but not effective
T6	Student is a primary client	Only self-improvement	Competitive	Inspection	Non-equivalent participation	Management with Heads of Departments, and not based on facts	Processes and Results	No programmes
T7	Student is a primary client	There is improvement, but slow	cooperative Inside Department	Inspection & subjective assessments	Non-equivalent participation	Sometimes upon consultancy of Heads of departments and based on the suggestions	Processes and Results	Courses and programmes present, but no incentives for attendance
T8	Student is a primary client	Self-improvement, not from ministry or school management	Sometimes Competitive	Inspection	All participate	Management with Heads of Departments, and based on suggestions	Processes and Results	Present, but obsolete and not effective
T9	Student is a primary client	material improvement	Competitive	Inspection	All participate	Management with Heads of Departments sometimes, based on both.	Processes and Results	Absolutely Absent
T10	Student is a primary client	No improvement	Competitive	Inspection	All participate	The management only and based on the facts and predictions	Processes and results	None

Table 5.3
Answers of Main and Sub-Questions of Interview Classified by Type of Answers (Teachers)

Answer to main questions		Answer to sub questions		
Item	Answer	Student is the primary client	Yes, but not as is required	Student is not a primary client
1. Student is the primary client		9	1	-
				Does this view have any outcomes?
				Yes
				No
				10
				-
Item	Answer	There's continuous improvement	There's only material and self-improvement	There's no continuous improvement
2. Continuous improvement		1	Material 3 Self-initiated3	3
				Have you benefited from this improvement
				Yes
				No
				3
				7
Item	Answer	Cooperative atmosphere	Competitive atmosphere	Nothing
3. School atmosphere		2	7	1
				Which is better for school improvement?
				Cooperative
				Competitive
				Both
				7
				-
				3

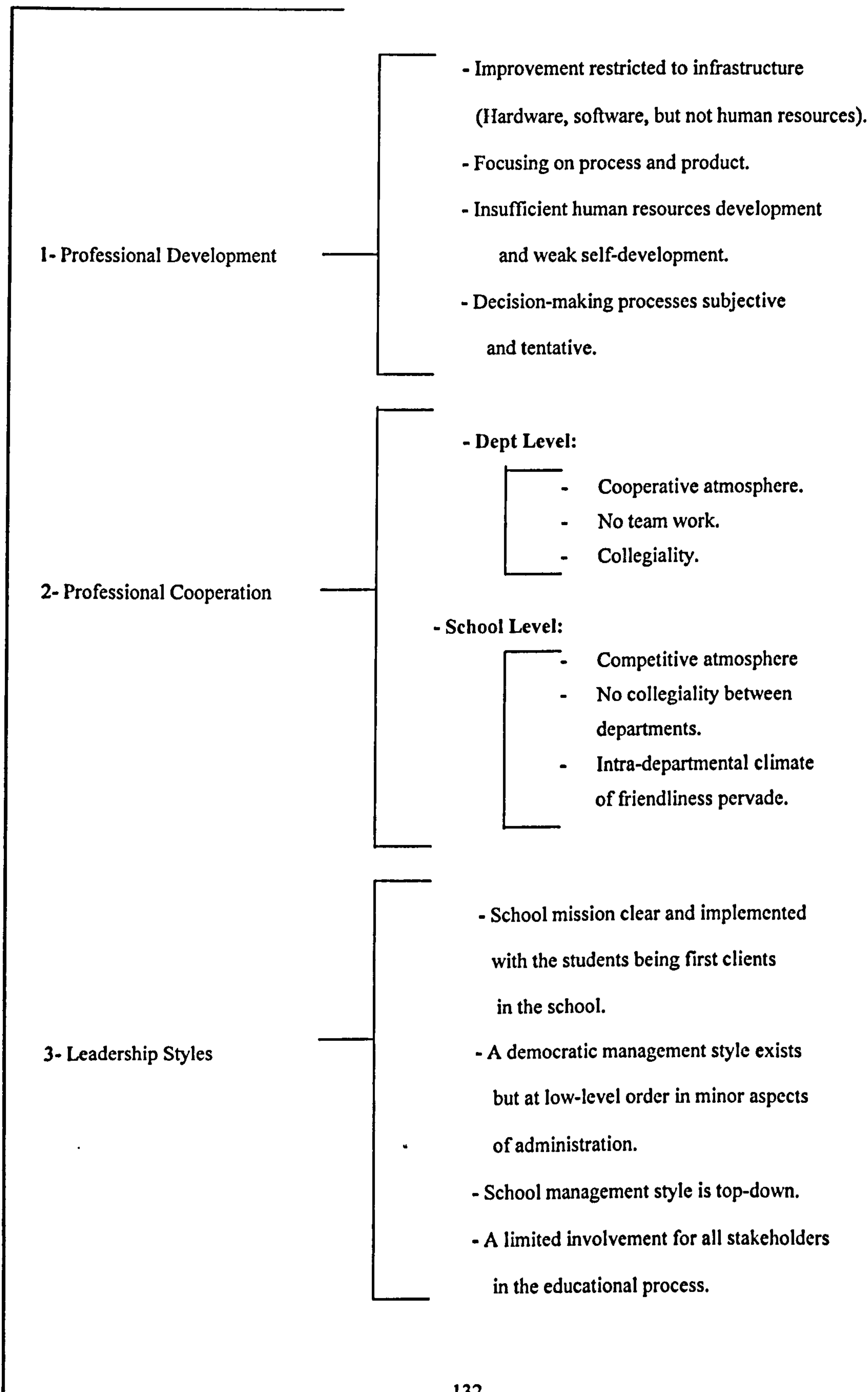
Item	Answer	Prevention and self-evaluation	Inspection	Both of them	Which improves the teacher's performance?		
4. Teaching evaluation/Teacher Appraisal		-	9	1	Prevention and self-evaluation	Inspection	Both
					4	1	5
Item	Answer	All participate	Non-equivalent participation	Not all participate	Is participation of everyone important?		
5. Participation of all in educational process		6	3	1	Yes	No	
					10	-	
6. Decision-making		1	5	4	Facts	Suggestions & predictions	Both
					-	8	2
Item	Answer	Concentrating on both	Concentrating on processes only	Concentrating on results only	Is there any effect or benefit of that?		
7. Concentrating on Processes and Results		8	-	2	Yes	No	
					10	-	
Item	Answer	There're Professional development programmes	They exist, but are old and not effective	There're no Professional development programmes	Do they affect schools' performance?		
8. Professional Development		-	5	5	Yes	Sometimes	No
					-	1	9

Generally speaking, all interviews were transcribed and coded. In addition, some indicators, which related to the answers, were added as mentioned in previous chapter. According to the related literature review, which has been reported in Chapters Two and Three, the researcher has clustered the indicators into six main categories as following:

- Professional development
- Professional cooperation
- Leadership styles
- School developmental needs
- School climate
- Barriers to implementation Total Quality Management

The following figure (6) shows the main categories with the indicators:

Figure 6: The main categories with their respective indicators.



4- School Developmental needs

- Strategic planning.
- Cooperative school atmosphere.
- Shared experience/ collegiality, involvedness.
- Parent-community-school partnerships.
- Ongoing training and professional development.
- Self-evaluation/participation in school-wide Decision-making process.
- School decision based on fact.

5- School Climate

- Interviews' analyses bore out perceptions of negative attitudes towards...
- Professional development.
- Decision-making.
- Personal development programmes.
- Professional evaluations.
- Negative view of other teachers

6- Barriers to implementation of TQM

- Cultural.
- Administrative
- Professional
- Legal

The findings gathered at this stage are commensurate with some of the Total Quality Management principles which Seymour (1992) in writing on the application of quality principles to education, outlined as including meeting the customer's needs, in this case, the student being the major client.

It was also revealed that human resource development was on the agenda of school principals, and school districts, with quality being an important component of quality assurance in the school districts under analysis.

However, there are negative opinions about collective and participatory attitudes as regards professional development, decision-making and personal development programmes. This is incompatible with most of the TQM tenets proposed by several experts of the approach (Deming, 1986; Seymour, 1992).

5.3. Analysis of Findings from Stage One: Interviews with Teachers

5.3.1. The Status of the Student

The responses of the teachers interviewed, in their totality, refer to a consensus of opinion that the student is the primary client in the school system, and therefore, receives, or at the ideal level, should receive, the most attention as it appears in the responses of the teachers.

However, the perceptions of the teachers in interview varied in their interpretation of the fact that the student is the primary client, or that she should be. According to one teacher,

[...] the student is considered the first client in the school, as our basic work is to educate and cultivate the student because she is the principle pillar in the school. Still, we can't do it as required or in the ideal way which we have studied and hope to accomplish.

Another teacher reiterates, "The student is the primary client in the school system in Kuwait [...] yet, this means that her desires and demands should be fulfilled; there are limitations for her as being the primary client".

A third teacher emphasises:

The student is, of course, the primary client, but there are other competing factors that share the attention of teachers in this respect. Teachers are usually involved in extracurricular activities and other administrative tasks only to please the school administration and to try to match up to the expectations of the school principal, superintendent, or supervisor.

A fourth teacher explains:

The student is the primary client in the school system means that we [teacher] must exert all effort, including extracurricular and entertainment, even in a limited fashion, in order to promote, develop, and acculturate her to the schooling system in an appropriate way.

Another justifies this opinion by her observation: "[...] *the student is the pillar of the educational process, hereby, considered the primary target for all schooling efforts*".

A further teacher adds: "*The Ministry [of Education in Kuwait] may issue instructions and directives that may not be commensurate to the desires of the student, but, overall, these instructions and directives are to the advantage of the student as being the primary agent of schooling*".

In spite of this consensus that the student is the primary client in the school system, the situation is far from ideal in real-life. For instance, the administration systems of Female Intermediate Schools in Kuwait may promote some other formal aspects about learning at the cost of the real needs of the students, be these needs academic, personal or social. This is consistent with relevant research done on the relationship between the administration systems of education in Kuwait and the real needs of learning as manifested by Kuwaiti society and by the labour market locally and internationally (Al-Jabr, 2002; Meleis, et al., 1979). This touches on a real need of the learning/teaching community for an educational system that caters for quality with a focus on customer satisfaction, continuous improvement, or by avoiding mistakes (Haijan, 1994).

According to one teacher:

The school may cater to societal and media needs by ignoring the basic needs of students to the advantage of formal trivialities; for example, when students in my school wanted to launch an informational campaign by publishing flyers,

pamphlets, etc. to promote the image of the school, the administration rejected the proposal on the assumption that it is not socially appropriate that female students would launch a media campaign during the school year as this could be inappropriate to the customs of the society.

Other teachers think:

[...] students do not know what is best for their interest; therefore, the school or Ministry must intervene by instructions and directives that may appear incommensurate with the students' needs as the primary clients, or may not live up to what the students expect as primary agents on the presumption that the students are too young to discern what is of interest to them.

This trend is wholly and partially responsible for the dominance of a centralised system of educational administration in Kuwait. The underlying principle here is to seek the accomplishment of aims and goals of education, making use of the structure and localisation of provision, curricula and teaching materials to be used, prescribed methods, appointments of staff and their job descriptions, admission of students, assessment and certification, finance and budgets and inspections/evaluations to monitor performance (Waugh, 1994). The keywords here are 'prescribed methods of education and administration', forming the core and rationale of centralisation. As explained in the review of relevant literature, this trend of centralisation, which is not a healthy milieu for Total Quality Management, may be detrimental to its principles, yet is prevalent because the socio-political system encourages a centralised fashion of governance. In the field of education, which is fundamentally a purposeful, goal-oriented activity, the trend is for centralism rather than for decentralisation because the social, economic and political system determines what outcomes are expected of the educational system in a given society. Therefore, as one teacher explains: *"The Ministry may issue these directives and instructions in a rigid fashion that may not live up to students' expectations as primary agents in the schools because of budgetary considerations."*

Others explain:

[...] teachers are set asunder between their aspirations as teachers and the students' expectations as primary clients, but most think that the measure of their superiority as teachers is to please the administration, not the student.

This holds true most probably because the system caters for a hierarchical system of administration where administrative tasks are centred around planning, organising, coordinating, follow-up and evaluation which must be compatible to and commensurate with the national blueprints of educational planning, organisation, and evaluation in a top-down fashion (Al-Remehy & Al-Omar, 1988). All do their duties in a fashion geared towards striking a balance between local goals of education, mission and vision of the school, the available resources, physical and human, and the requirements of/problems parents or custodians of students raise with the school. This adds up to the centralised, ineffective tasks assigned to the administrative system where teachers and head teachers also work (Al-Jabr & Al-Mehelby, 1999).

For most teachers, even though there may be limitations to their assumption that the student is the primary client in the school system, there is still a consensus agreement that the student is instrumental, and without her, there would be no schooling system. In addition, the ideal assumption that the student is the primary client encourages the teachers to exert their best efforts to promote the needs of the students. This is because, according to one teacher, *"This view creates in the teacher a positive attitude towards the student [...] and makes her exert every possible, studied effort to upgrade academic achievement in the students"*. This attitude indicates a turn towards the fulfilment of one principle of TQM - satisfying the needs of the customers, which, in turn, emphasises what Denhardt (1993) suggested, that citizens are currently demanding more customer-tailored, timely, and cost-effective services, and the objectives of TQM are consistent with these goals. In this vein, teachers seek to meet the present customers' needs, wants and

expectations so as to achieve their own aspirations for the continuous improvement of education (Sallis, 1993; Bonstingl, 1992c).

5.3.2. *Professional Development*

As for ongoing improvement in the teacher's career and school system, many teachers expressed their doubts as to the presence of improvement, and some referred to personal achievements rather than to collective or top-down instructions and initiatives.

As noted in their answers there was a consensus of opinion that:

- improvement is restricted to infrastructure (hardware, software, but not human resources), the reason is that the state of Kuwait is a welfare state; the problem with welfare states is not funding or financial; it has to do with rationalisation of funding, human development, monitoring and follow-up (Ministry of Education, 1997);
- improvement focuses on process and product alike; teachers agreed that this creates a healthy atmosphere that helps all involved in revising the system and maintaining the performance;
- there is insufficient human resources development, and there is little space for self-development; and
- the decision-making process tends to be subjective rather than being objective.

According to one teacher, "[...] *improvement may be existent, but it is very limited by the regulations and directives from the Ministry and the school administration*". Again, this demonstrates backlash on the issue of centralism that characterises the Kuwaiti administration system of educational institutions in the country which is in dire

need of further reform and a move towards decentralisation (Al-Jabr & Al-Mehelby, 1999).

Another teacher described the improvement efforts as "only superficial", or "non-existent", and in any case "anti-creative". According to one teacher, "[...] *improvement initiatives are not based on quality world-views, or grounded in a sound theory of quality management, or are basically personal and not appropriating international experiences in this respect [...]*". Another teacher indicates that, "*The ministry doesn't encourage creativity or bring outer experiences to improve the teaching process. This is frustrating besides the routine*".

Other teachers referred to the fact that most improvements are limited to "facilities and buildings" rather than to the "educational process *per se*". Focusing the improvements on facilities, equipments and buildings is not a demerit or fault; there needs be this kind of improvement, and it is fundamental as all human resource improvement would start only when there is a strong infrastructure for them to practice the job on building and facilities. Furthermore, it is part of TQM. This is because researchers have revealed that the physical condition of a school can make a difference in student achievement (Council for Educational Development and Research, 1997).

One teacher states that, "*Regarding the administration's support; teachers are supported by educational aids and equipment which save time and effort*".

However, there also needs be development of the human resource through training and education as well; otherwise, introducing facilities and constructing new buildings would be considered 'educational wastage' if it were not to be accompanied by high rates of school success indicated by achievement rates. It follows that educational wastage would negatively impact on the demographic characteristics of population and labour force; this explains the waste, in failure and dropout rates, that widens the gap between enrolment and graduation rates, persistence rates, and increased costs of education, all eventually affecting development plans (Atawi, 2001).

One teacher describes the actual improvement as unreal, she said:

[] *I think the improvement in educational process in Kuwait is un real, for example we've heard about the electronic education for five years ago but it hasn't been practiced yet. Besides the ministry spends a large amount of money on*

buildings not on developing the abilities of the students and the performance of the teachers.

Furthermore, continuous improvement is associated with and incumbent upon self-improvement, and both, according to Bonstingl (1992a; 1992b), constitute the second pillar of TQM; within a Total Quality school setting, administrators work collaboratively with their colleagues (teachers). Gone are the vestiges of "Scientific management" whose watchwords were compliance, control and command. The foundations for this system were fear, intimidation, and an adversarial approach to problem-solving, (Bonstingl, 1992c).

Most teachers in the interviews agreed that they and other stake-holders concentrate on the educational process both as a process and as a product. According to one teacher:

[...] at an ideal level, concentrating on process and product of education is instrumental for a quality education...looking at education as both process and product guarantees a back-and-forth revising system that helps all stakeholders to check educational performance of schools every now and then.

Another teacher notes that:

[...] in past they used to focus on the results to make plans in order to avoid the same previous mistakes for the next year. But now they always follow up these processes either by the traditional or modern ways.

According to one teacher:

On my school; concentration is taken for both and it's hard to separate between them. Usually, head teachers monitor monthly all the learning processes with staff either teachers or administrators to make sure that its going on correctly, she always tries to improve the results.

This is not always the case. In most school situations, concentration is focused on the results and outcomes of the educational process, ascertaining to a system of testing.

One teacher maintains:

There is internal auditing [...] there is concentration on both process and product in the schooling system. Yet, most concentration goes to results [...] but the head

of department or school principal is the first authority responsible for achieving this.

Other senior teacher confirms that:

In fact, concentrating on processes and result is one of the head teacher's roles, however; a lot of them delegate this role to the deputy head teacher or the senior teacher as on my school. Unfortunately, she does not evaluate and concentrate on processes during the academic year [...]

To make effective the professional development of teachers in an environment that assures quality by concentration on both process and product, the following suggestions might be considered:

- Create partnerships. This is important and must be emphasised.
- Encourage stakeholders to participate in professional development, especially teachers;
- Ensure that teachers become customer-focused using the process approach. This will improve the product-realisation process.
- Ensure that top management understands internal audit processes.

As for the decision-making process, half the interviewees agreed that many stakeholders participate in the decision-making process, but still, this is a top-down managerial privilege in the hands of high administration. According to one teacher:

Usually, not all participate in the decision-making process as most decisions are taken at a top level where the principals and departments chairpersons; in some cases, decisions are issued as directives and regulations imposed from the higher hierarch in the Ministry of Education in Kuwait [...] these should be implemented without discussion.

Another teacher said:

[...] neither teachers, nor staff, not even students participate in the decision-making process [...] even in decisions that are related to the instructional process, students are not involved in decision-making process. Even when they do, this is very limited and only occurs in limited situations [...]

Many teachers stated that they are not involved in decision making process even inside the department or outside, one teacher confirms that:

[...] we are always not involved in school's decisions, head teacher has a protocol in decision making, she always ask the deputy head teacher and some senior teachers, further more, on my department, the senior teacher make all the department's decisions individually, without asking us about our opinion, I think this kind of autocratic management.

5.3.3. Professional Cooperation

The interviews results indicated that there may be some level of cooperative atmosphere especially inside departments, but this needs to be further enhanced as there is very little, or no, team-work, and there is very limited space for collegiality at the departmental level. A climate of friendliness pervades one department, but this is not always the case at the school level. At the school level, a competitive atmosphere prevails and there is also limited or no collegiality. According to one teacher:

[...] its co operative among the staff but the general atmosphere tends to be co operative and sometimes competitive. It's better to deal with both methods to create the sense of challenge and accomplishment [...].

One teacher states that:

In fact, there is a big gap between departments in cooperative works; however, some schools 'as my previous school' usually the head teacher makes work team for any task or to implement any programme, this team is includes a collection of staff from several department and administrators, in this school as many schools there is no cooperation between departments and that what we need.

Another teacher says:

The atmosphere in school is vague. Individualism is what is seen here. Every one works on her own work. [...] competition is only seen in certain occasions with of course the blessing of the management which encourages it only to have better accomplishments.

Most teachers aspire for a 'cooperative atmosphere' *"For the development of the school, and for unifying the targets of the schooling process"*. Cooperation is an important

aspect, and at the same time, an essential requirement of the application of TQM. It is related to the first principle of synergistic relationships by Bonstingl (1992a; 1992c). According to this principle, an organisation – the school for instance – must focus, first and foremost, on its suppliers and customers; i.e., parents and students. In a TQM organisation, everyone is both a customer and supplier; this confusing concept emphasises (Al-Saktawi, 2004). In other words, teamwork and collaboration are essential. Traditionally, education has been prone to individual and departmental isolation. However, according to Bonstingl (1992c), this outdated practice no longer serves us: ‘When I close the classroom door, those kids are mine!’ is a notion too narrow to survive in a world in which teamwork and collaboration result in high-quality benefits for the greatest number of people. The very application of the first pillar of TQM to education emphasises the synergistic relationship between the ‘suppliers’ and ‘customers’. The concept of synergy suggests that performance and production is enhanced by pooling the talent and experience of individuals.

Viewed in this way, the teacher and the school are suppliers of effective learning tools, environments, and systems to the student, who is the school's primary customer, and hence, the necessity of cooperation between all parties concerned, especially teachers.

5.3.4. School Developmental Needs

Analysis of the findings of interviews with teachers indicated the need for strategic planning, a cooperative school atmosphere, shared experience and collegiality, continuous in-service training and professional growth, ongoing evaluation, and participation in school-wide decision-making.

Furthermore, all interviewees agree that all staff and faculty members participate in the educational process, but in varied degrees, and according to delegations of authority, as defined by the school administration and the nature of the job descriptions of both faculty and staff. According to one teacher:

Despite the fact that all [faculty and staff] participate in varying degrees in the educational process, all do not participate in an equally effective manner. There is an unfair play; there is more pressure on some, while others stay lax; this creates unfairness [...].

But most agree that the participation of faculty and staff in the educational process is conducive to enhancement and development of that process.

Another further maintained:

[...] teachers, students, societal organisations do not share the principals the process of decision-making [...] the principal is the instrumental, unparalleled decision-maker...neither teachers nor students are acculturated to a sharing/caring culture; neither of parties are educated to be good listeners; therefore, how could they participate in the decision-making process?

Another teacher confirms:

Decisions are made by the school administration and some times heads of departments, and they are imposed on teachers. The principal usually takes decisions based on certain plans and according to the ministry regulations.

As for teaching evaluation and teacher appraisal mechanisms in the schools, interviewees have agreeably emphasised that "*[...] teacher appraisal and the evaluation of teachers are based on the traditional inspectorial fashion from a top-down manner*". Most interviewees also agreed that the traditional inspection method is "*professionally anti-developmental*", as it "*Boosts teacher's tension [...] therefore, there needs be a self-appraisal system that is grounded in ethics and conscience-abiding*". The same teacher contradicts herself by saying:

[...] a self-appraisal method may not be sufficient or appropriate enough, given the fact that people are highly subjective [...] for instance, in my supervisory efforts, had I not imposed a rigid inspectorial system, most supervised teachers may not exert an effort to enhance themselves or even to do what they should do; however, self-appraisal could induce creativity and enhance sufficient professional development.

Another teacher said:

[...] the traditional inspectorial system is unvigilant to what actually occurs in the teacher's class, therefore playing an unfair part in the process of teacher-evaluation. Transient visitations of inspectors are inattentive to the real efforts exerted by the teachers in the class, which are only recorded in the students' notebooks that inspectors do not refer to [...].

Other teacher expresses about her negative experience:

[...] inspection doesn't improve me; it is not useful system because it's unjust. One day I was prepared to give my lesson using all the aids needed but I was so tired that day because I was in the eighth month of my pregnancy, however, the inspector and the head teacher entered my class suddenly and I wasn't able to use my aids so I only used the white board, unfortunately I evaluated not very well and I was accused of negligence. For that I think self inspection is a must for teachers, evaluation.

One teacher expresses about her opinion of the inspection system, she said:

Inspection is the followed system for teacher's evaluation in our schools, in my perception; I prefer the self inspection which depends on the teacher's personality, which is requiring building up self individual inspection in teachers. Inspection causes teachers stress and depression. That's why I believe it's not the best way.

Finally, half the interviewees agreed that there are professional developmental programmes aimed at enhancing and promoting teachers; one teacher said:

There are some workshops for brushing up on the teachers' skills; there are training programmes in instructional methodology; however, most deplorably, that teachers may attend these professional developmental activities is reliant on the empty slots in their time-tables in their respective schools.

In Kuwait, school schedules are concentrated and intensive in many cases; school principals in Kuwait see the teacher's first task is to implement their instructional schedules even at the cost of their professionalism initiatives. This teacher further notes:

There are some workshops to develop the teacher's skills, there are also lesson models, training courses and teaching methodology to be shown, [professional development], but unfortunately teacher's attendance is subject to her school schedule. The schedule is always full [barriers to professional development]. Schools directors in Kuwait generally think that activating the daily schedule is a great priority [administrative barriers]. They burden the teacher with the maximum of class lessons regardless her ability [barriers to professional development]. We notice teachers abandon these training courses in spite of its

availability. They also abandon the lessons model and workshops although they need them [attitudes of teachers towards professional development]. This is due to the over burden of daily work [barriers to professional development]. The teacher in Kuwait works at the school in the morning and at home in the evening in correcting note books, home work, exams and the routine preparation of the lessons [workload]. So, we must carry the teacher's burden or lighten it if she wishes to attend a session or a workshop to encourage her making use of these courses [barriers to professional development]. Sometimes, there are new teachers who do not have skills and a rooted knowledge or experience with instructional methods so they can't acquire new skills to improve themselves due to the school burden [barriers to professional development].

Another teacher compared private schools with public schools in this respect; she noted:

[...] private schools encourage professional development; in-service training for teachers in private and international schools in Kuwait is obligatory on the assumption that ongoing curricular developments make it necessary for teachers to receive ongoing in-service training in teaching methodology. On the other hand, public schools lack the sufficient motivation to drive teachers to professional growth either on a personal level or collectively in in-service training workshops and programmes. Yet, this is crucial for the implementation of a quality education.

Another teacher suggested:

[...] in-service training programmes are present, but insufficient, and lack the practical aspects that relate the training content to what really happens in classrooms. Teacher improvement, yet, remains the school principal and school district's main responsibility.

Another teacher reiterates: *"There are programmes, but ineffective both neither in content, method of delivery, nor in time assigned to the implementation of these training workshops and programmes".*

Therefore, teachers' responses to such programmes of professionalism are very weak; pressures on teachers are tough and rigid *"The school day is extremely intensive leaving no space for teachers to seek professional development in training workshops".* Teachers are in dire need of rescheduling their school day, attending more professional developmental training workshops, and of more encouragement and incentives for seeking growth, so say most interviewees.

5.3.5. Leadership Styles

Educational researchers believe that administrators play an important role in the organization and operation of schools (Al-Saktawi, 2004). Most of these experts consider administrators as the main source and the driving force for the organizational development and academic growth of students (Hersey & Blanchard, 1993). On the other hand, one of the pillars of Total Quality Management is that its success is the responsibility of top management (Sergiovanni, 1995; Stoll & Fink, 1996).

The administrators' leadership style influences the effectiveness and efficacy of the organization or school, and is the function of several inter-related factors. These include the employees' level of psychological and social maturation at work, their main expectations (Schommer, 1993) that reflect positively in inter-relationship between teachers- administrators, teachers-teachers, and most importantly teachers-students.

The school's teachers must establish the context in which students can best achieve their potential through the continuous improvement that results from teachers and students working together. Teachers who emphasise content area literacy and principle-centred teaching provide the leadership, framework, and tools necessary for continuous improvement in the learning process.

Their vision and skills in leadership, management, interpersonal communication, problem solving and creative cooperation are important qualities for successful implementation of TQM.

The interview with teachers agreed that the school mission must be clear and implementable, with students being the first and most important clients in the school system. There is no need to reiterate what teachers mentioned here as they all suggested that the student is and should be the first client. There was also agreement that there prevails some level of democratic management, especially in minor levels of administration. One teacher said:

[...] were the school to follow a democratic leadership, it will surely lead to a shared participation from all stakeholders inside the school and outside it in the local community. But in reality, most decisions are taken at a top-down level.

This holds true when applying TQM to education, educators in the field and at the university level explain the futility of scientific management, and claim that TQM moves far beyond this management paradigm by endorsing stakeholder participation, intrinsic motivation, and systems theory (Betts, 1992; Bonstingl, 1992a). Research findings, commensurate with this finding, show that allowing teachers and stakeholders to take part in decision-making yields salutary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision-making and implementation (Chapman & Boyd, 1986; Doyle & Wells, 1996; Driscoll, 1978; Gamage & Pang, 2003; Hargreaves & Hopkins, 1991).

One teacher states:

Decisions are imposed by the principal and some heads of staff. Stake holders were not involved in this process, not even the parents, or teachers. Decisions are usually built on the principal's opinions and experiences not on numbers and facts

Similarly, employee commitment and loyalty are fostered by collaborative school management practices (Beyerlein, Freedman, McGee, & Moran, 2003; Chapman & Boyd; Hargreaves & Hopkins; Wong, 2003). Moreover, researchers claim that better decisions and greater efficiency are reached since issues are discussed extensively via open communication amongst people having varying viewpoints involved in participative set-ups (Connors 1978; Fidler & Bowles, 1989; Hargreaves & Hopkins; Owens, 1998; Powers & Powers, 1983; Rosener, 1990).

Noted also is a limited involvement of stakeholders in the educational process; involvement only occurs in formal meetings and occasions, when parents need to pay or donate for the school, or when they are asked by the administration for to solve a problem.

According to one teacher: " [...] generally stakeholders' involvement is very weak in our school, I think the rules of The Ministry, and the systems of school are the main factors of reducing others' involvement in educational processes and activities [...]"

Another teacher states:

[...] what I see is that not everybody shares in the educational process, except in limited areas. But it is important to achieve school development. The more active sharing, the more you give to the students [...].

5.3.6. School Climate

As mentioned previously, Interviewees showed perceptions of negative attitudes towards the school climate as being counter-productive to professional development, lacking in the democracy of shared decision-making, personal development initiatives, professionalism and professional evaluation.

On the other hand, a lot of teachers see that there are negative views of other teachers, especially within the same department. One teacher says:

There is no collegiality inside the department; many teachers do not cooperate in the department's work while they are very active in school's work. For example, many teachers are happy to do the administration or the official work to get a good appraisal from the head teacher in her evaluation report at the end of term or year. But many senior teachers load the skilled teachers with work because they are more qualified and have a lot of skills..

Another teacher states that: "*[...] some teachers give a bad impression about their teaching in class and demonstrate carelessness, which imposes the inspection system for all of us during the academic year, either inside the class or department.*"

Most interviewees agreed that the prevailing atmosphere between their school departments' systems is primarily 'competitive' in a negative sense, and least number chose the 'cooperative' descriptor. This kind of organisational climate is detrimental to a quality leadership and a quality learning institution.

A teacher says:

What I see is a cooperative atmosphere in the department but among the departments it's very competitive. In my opinion, the best thing is to have a co-operative atmosphere as a team to avoid problems. This is much better because a teacher spends a long time in school and has a lot of work so she needs rest and cooperation from others.

However, it can help, looking through the optimistic window of success, create the need for a quality management system like TQM; the reason is that there are four imperatives related to applying TQM in schools: the professional, the moral, the competitive and the need for survival (Sallis, 1993). According to one teacher:

[...] teachers compete with themselves in an honourable fashion. But some teachers lack the necessary desire to achieve in a competitive fashion, or even to cooperate to the advantage of the school or students [...] there is indifference prevalent [...] most efforts are personal and self-initiated. But there is a high inter-departmental competitiveness.

5.3.7. Barriers to the Implementation of TQM

One could deduce from the interviews with teachers that the barriers to the implementation of TQM to the school administration system have to do with cultural, administrative, professional and legal reasons. These suggestions are consistent with research that indicates that contextual and managerial characteristics appear to influence TQM implementation. Key managerial characteristics are organisational culture and top management involvement in TQM activities. There is a substantial body of evidence, both empirical and anecdotal as seen in the review of relevant literature and from interviews with teachers, concerning factors associated with the success and failure of management systems – mostly being associated with the organisational culture with all its components.

One of the critical barriers to the implementation of TQM in schools is the organisational culture that pervades the school system. These barriers have to do with leadership style such as the prevalence of personal struggles, not enough time to participate in administrative activities and competitiveness. It is also in this sense that the scarcity or lack of procedures that enable senior managers to collaboratively develop these statements becomes a major barrier to cultural transformation. When viewed from the perspective of a leadership-oriented culture, the absence of such approaches as teamwork and consensus decision-making constitutes a substantial barrier. Furthermore,

problems can exist in establishing a good relationship between management controls and promoting employee empowerment.

There needs to be administrative, professional and legal springboards for launching TQM in schools. This starts with an endorsement of the system at the top management level. Teachers in the interviews referred to the significance of school principals in adopting TQM and adapting it by involving all stakeholders in decision-making, executing orders and directives, and catering for the benefits of customers – students in our case. Therefore, the one factor that is the most influential in the success or failure of a TQM implementation effort is universal endorsement, in particular at the top. If management is not completely sold on TQM, it is unlikely that an implementation effort will be successful. Endorsing TQM represents a fundamental change in the way a school does business. Less than full support by anyone in the chain of authority essentially condemns the effort to failure. Once the commitment is made to implement TQM, one of the first steps is to identify the customers' or stakeholders. To do this, teachers and head teachers must treat the educational process as a system; all elements and the interactions between those elements must be addressed. Process improvement should begin and end with the customer.

5.4. Findings from Stage Two

5.4.1. Data from Interviews with Parents

The following findings were derived from semi-structured interviews with twenty parents (16 mothers and 4 fathers) of students in the Female Intermediate Schools, subjects of the present study.

At this stage, questions for interviews were based on the TQM elements as related to the perceptions of parents (See Appendix 5).

These elements or factors were conceptually developed from the main TQM factors of the study as mentioned in chapter three.

These factors have been recognised as follows:

Factor 1: Head teacher's cooperation.

Factor 2: Head teacher's communication.

Factor 3: Head teacher realisation of parents' wishes.

Factor 4: Head teacher involvement of parents in the decision making process.

Factor 5: Head teacher involvement of parents in school activities.

The answers of the parents have been transcribed, coded, and explained in the light of TQM principles as manifested in the schools attended by their children. The researcher sought to codify the parents' answers in terms of their attitudes, positive, negative or not recognised with any degree of certainty. This is shown in Table 5.4.

Table 5.4

Summary of Parents' Responses on the Semi-structured Interview Questions

Items Parents	H T Cooperative with parent	Effective communication between H T and parent	H T fulfils parents' wishes	H T involves parent in decision making	H T involves parent in school activities
1- Parent A	P	P	P	N	P
2- Parent B	N	N	NS	N	P
3- Parent C	N	N	N	N	P
4- Parent D	P	P	P	N	NS
5- Parent E	P	P	N	N	N
6- Parent F	P	N	P	NS	N
7- Parent G	NS	NS	NS	NS	N
8- Parent H	P	NS	NS	NS	N
9- Parent I	NS	NS	N	P	P

10-Parent J	P	P	NS	NS	N
11-Parent K	NS	NS	NS	P	P
12-Parent L	N	N	N	N	N
13-Parent M	P	P	P	N	N
14-Parent N	P	N	N	N	NS
15-Parent O	P	NS	P	N	NS
16-Parent P	NS	NS	P	P	N
17-Parent Q	NS	NS	P	N	P
18-Parent R	NS	NS	N	NS	P
19-Parent S	N	P	N	N	N
20-Parent T	N	N	N	NS	P

*H T: Head Teacher. P: Positive attitude. N: Negative attitude. NS: Not Sure.

Table 5.5

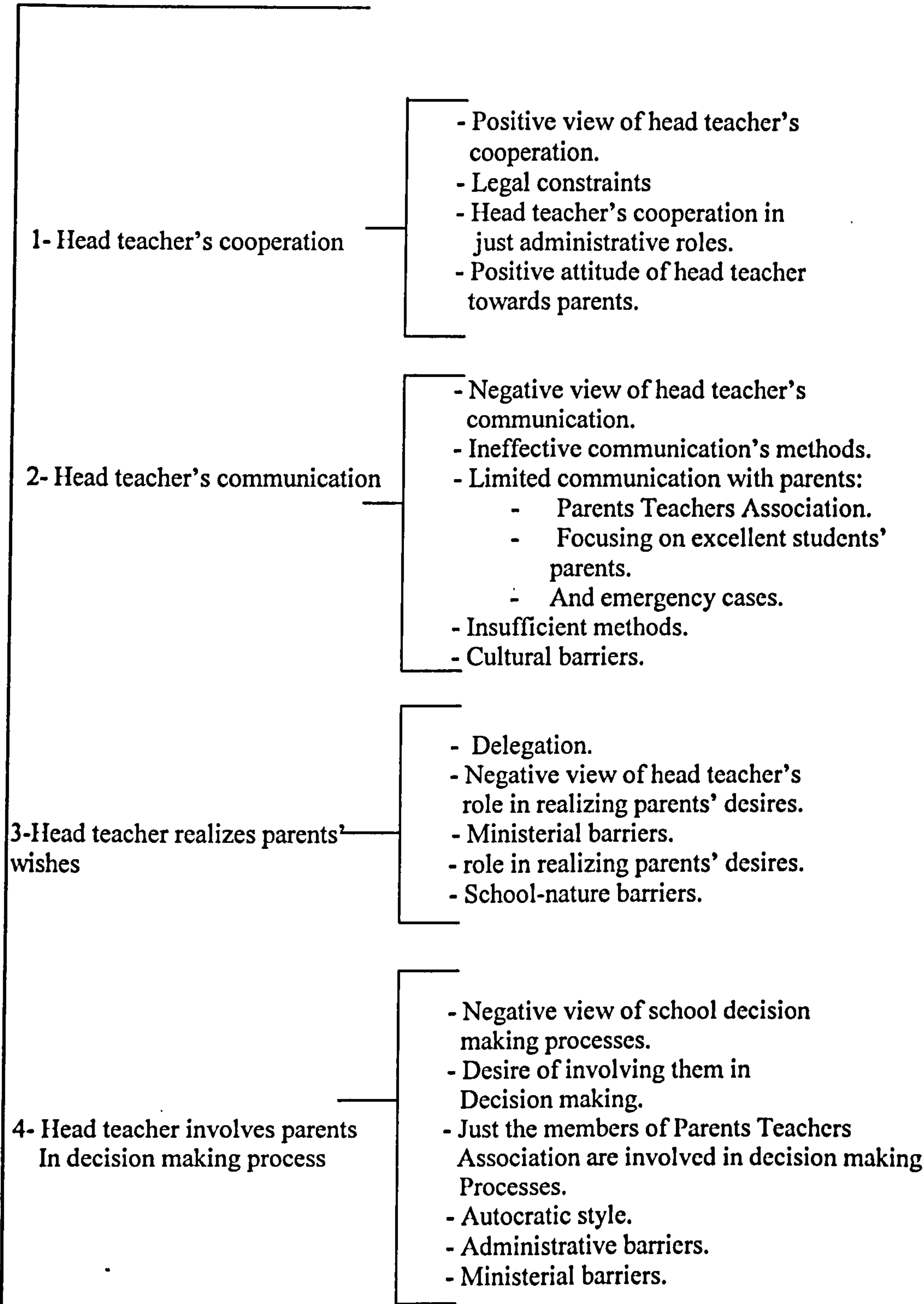
Numbers of each answer on the Interview Guide

Items	Answers		
	P	N	NS
1- H T Cooperative with parent;	9	5	6
2- Effective communication between H T and parent;	6	6	8
3- H T fulfils parents' desire;	7	8	5
4- H T involves parent in decision making;	3	11	6
5- H T involves parents in school activities.	8	9	3

Table 5.5 summarises the overall responses of the interviewees from amongst parents as codified in terms of attitude. The table shows that a majority of parents recognised head teachers as cooperative, and fulfilling their desires in a positive way, but more parents did not think that head teachers were democratic in decision-making, or inviting the parents to participate in school activities. A similar number of subjects thought that parents were often invited to participate in school activities, and similar numbers of parents thought that there exists some degree of effective communication between head teachers and parents.

The following figure presents the details in interviewees' answers:

Figure 7: Details of the Interviewees'



5-Head teacher involves parents school activities.

- Limited participation in school activities (e.g. mother day, national day)
- Negative view of involving parents in school activities.
- Desire of involve parents in school activities
- Work-load barriers.
- Administrative barriers.

After the analysis process, the researcher found that there was no consistency among the answers of the twenty parents; consequently, the researcher investigated the perspectives of another sample of 400 parents. In order to achieve the reliability and validity of the answers, the researcher decided to design a questionnaire for a sample of 400 people across the State of Kuwait.

The questionnaire's statements were based on the details of parents' interviews which are related to some TQM factors (See Appendix 6). This questionnaire was developed in a 4-Likert type. (Cohen et al., 2004), which enabled the researcher to obtain valid answers. However, this phase of interviewing by questionnaire contributed answers to the research sub-question 2.

5.4.2. *Data from the Questionnaire Study with Parents*

The qualitative data from the interviews with the parents had been supported by further data from another extensive questionnaire study conducted with 400 parents. The following table (5.6) summarises the findings from the parents' questionnaire analysis:

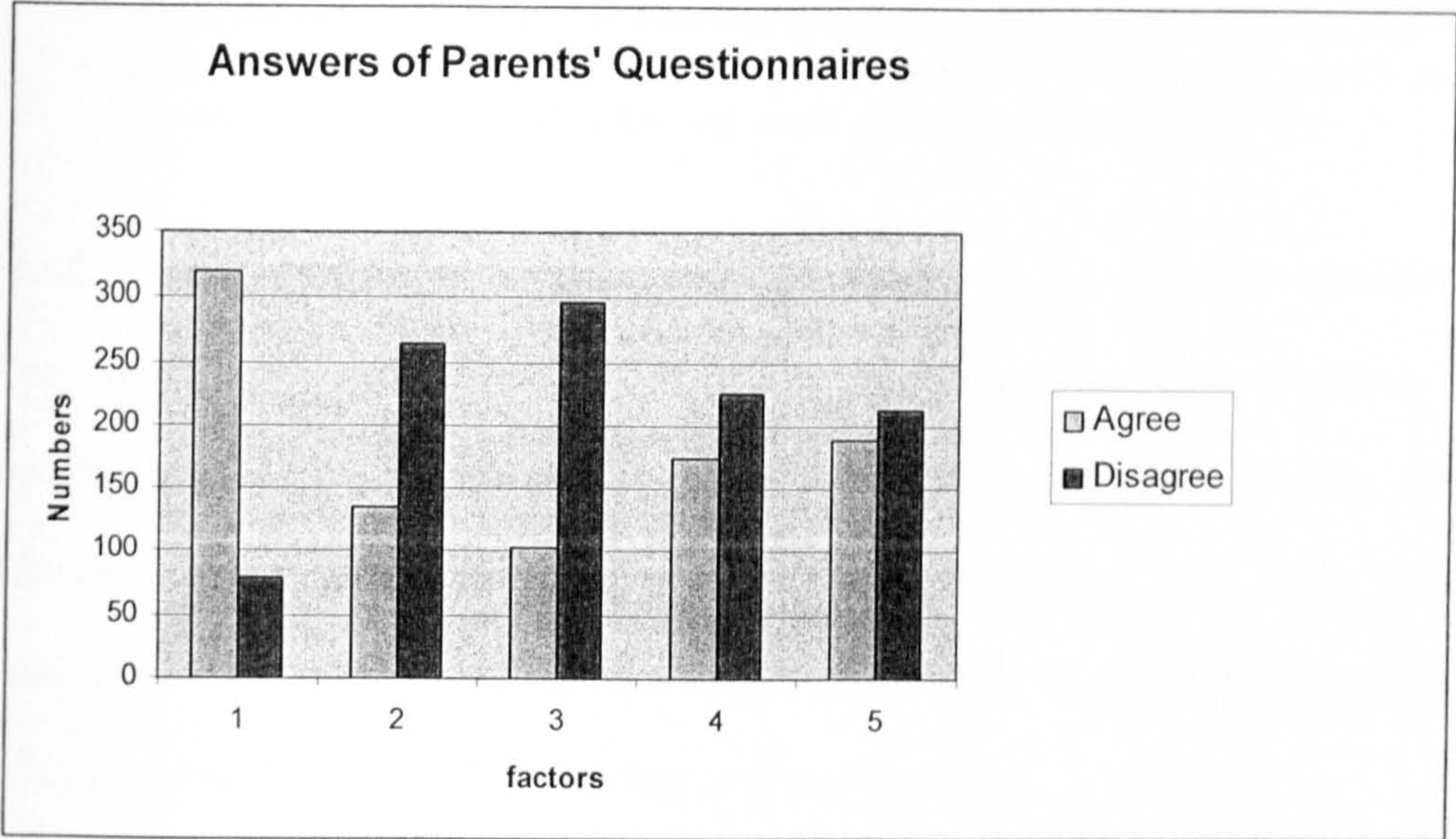
Table 5. 6

Answers from the parents' questionnaire.

Frequency (N) Item	Agree	Disagree	Total
F1: Head teacher's cooperation with parents	320	80	400
F2: Head teacher's communication with parents	135	265	400
F3: Head teacher's realisation of parents' wishes	103	297	400
F4: Head teacher's involvement of parents in school decision-making	174	226	400
F5: Head teacher involvement of parents in school activities	188	212	400

A questionnaire was administered to a larger sample of parents, and similar responses were elicited to the same factors as in the interview with the twenty parents. The largest number of parent informants agreed that head teachers cooperated with them. Also, a large sample disagreed that head teachers sustained effective channels of communication with parents. The findings also showed that head teachers did not fulfil the parents' wishes, and did not involve them in decision-making. As in the interview, the responses of the subjects were a little bit divided as to head teachers involving parents in school activities as shown in Table 5.5 which indicated similar responses in many factors. In addition, nearly half the sample agreed that they were involved, while more than half disagreed.

Figure 8 Par chart: shows the percentage of each factor's answer



5.5. Analyses of Findings from Stage Two: Interviews and Questionnaires with Parents

At this stage, the analysis of the interviews with parents and parent questionnaires will be discussed in relation to the literature.

The responses of the sample were placed into five categories relative to these TQM factors; the following gives an explanation as to this categorisation:

1. Head teachers are cooperative with parents with a level of delegation to senior teachers and low-level administration to deal with parent-school interactions.

One parent states that:

The head teacher of my daughter's school is very friendly and cooperative, when we gave her any suggestions she really takes it into consideration and tries to implement it as much as she can, we feel that she really cares for the students' achievement.

Other parent says that:

[...] usually, the head teacher cooperates with me and with my husband in the critical issues, other wise she delegates us to the deputy head teacher, or any administrator in school., For example, at the beginning of the academic year I discovered that the teacher of my daughter is same the teacher from last year who caused a big problem with my daughter , and I intended to meet the head teacher to assist me in transferring her to another class avoiding to the problem

with this teacher. The administrator passed a message to me from the head teacher that 'this is not my responsibility and you need to speak with the head of department'. In fact, I was shocked when I spoke with the head of department and she told me this is the head teacher's authority and she can not do anything for me. We stayed like that for one week without solution [...]

Head teachers' are often cooperative with parents in the school's administration. Findings from the parent questionnaires have demonstrated that 80% of parents agreed that head teachers were cooperative with them, while 20% of them are disagree. However, there are some head teachers who cooperate only with regard to administrative work; they delegate some of their work to senior head teachers and administrators in the school. According to one parent:

As a father, I have just seen the head teacher on three occasions of the academic year. First, at the beginning of the year when I brought my daughter to the school; second, on the national day party, and third: at the end of year. Apart from this I haven't dealt with her because all the work is delegated to the deputy head teachers and the school staff, maybe because she is so busy? Hah 'laughing' I don't thing so.

Another parent confirmed:

The administration may be cooperative at times, and may not be at other times; but, usually, the school is careful to achieve progress and enhancement, and therefore, they seek advice and proposals of reform with parents.

Another parent commented:

The head teacher may sometimes be cooperative by playing her administrative roles in a flexible fashion [...]she may admit me in to see my daughter in class [...] welcome my discussions and suggestions [...] accept my contributions towards promoting the school. Yet, she is not always this flexible because she [the head teacher] told me that if I welcome all parents' suggestions and proposals, I would open the door to an infinite account of demands that will never be fulfilled [...]

Another commented:

The head teacher cooperates with her as with other parents in arranging and rearranging classes, scheduling test-days, issuing sick or travel leaves for girls, and other chores [...] in a way that often pleases the parents.

2. No effective parent-head teacher communication, or best described
as insufficient;

There is no effective communication between head teachers and parents. On the other hand, the communication methods are ineffective because they are old and insufficient. However, findings from the parent questionnaire confirm that 34% see that there is communication between head teacher and them, while the majority answers 66% of parents confirm that there is no effective communication with head teacher and the channels are insufficient and the methods are ineffective which identifies with parents interview answers.

One parent states that:

The communication in school is very weak, especially with the head teacher, always our communication happens with the class teacher or with the administrators in school. Really I am very embarrassed to say that the communication with head teacher cannot be done without a lot of limitations.

Another parent commented:

[...] when the head teacher communicates with me by sending a small piece of paper with my little daughter and this paper is sometimes lost, I truly feel depressed, you know why? Because when I saw the private schools around the country I saw how they could employ the technology in enhancing the communication with others. For example, the head teacher, administrator, and staff communicate with parents and get the complaints and suggestions by using email, and my kids' school is still using an old method of communication [...]

Many head teachers communicate with parents who are members of the Parents Teachers Association (PTA). Many head teachers are in touch with the families of excellent students and weak students and ignore communication during the academic year with middle level students' families and communicate with them just in emergency cases. One parent said:

[...] I do not communicate with the head teacher in an appropriate fashion. The reason is that my daughter is average in achievement [...] she is not an excellent student or a poor-achieving one. Therefore; usually communication

between parents and head teachers is initiated when there is a problem the student suffers from.

Another parent says:

[...] when the head teacher calls me I know that there is a big problem with my kids in school otherwise there is no communication at all. The channels of communication with her are very limited and ineffective; some times we forget her name and face 'laughing' [...].

One parent explains:

Communication between parents and school head teachers is nearly absent because we parents usually communicate with the social worker in the school either to submit our suggestions or to discuss the problems of our children.

Another parent observed:

A lot of parents complain that the head teacher and the school administration just listen to the members of the Parents Teachers Association (PTA) and consider their suggestions and complaints [...]

One parent adds: [...] hah 'laughing' if you are a member of (PTA) all the school's staff will listen to your ideas"

3. The answers of the questionnaire indicate that the majority 74% of parents disagree that the head teacher realizes their wishes, while 25% see that the head teachers consider their wishes and fulfil their desires.

The realisation of parents' desires depends on head teachers' efforts. Some of them satisfy the parents. However, some of them do not pay the wishes of the parents' any importance or attention.

One parent commented in this regard:

[...] my desires is the case with all parents are not often achieved especially in public schools [...] in private schools, you as a parent could achieve your personal desires [...] Oftentimes, when you offer a complaint or a suggestion to the school head teacher, you don't usually meet her; you are assigned to middle or lower administers to discuss your problems with.

Another parent says:

[...] last year, there were many parents (mothers and fathers) who presented a suggestion to the head teacher to make a summer school for the students during the long summer's holiday, and as parents we would support the project. , Unfortunately, she presented the idea to the PTA and they refused it without telling us any reason. The head teacher ignored our desires and just looked to a few parents who do not represent all of us [...]

Other parent agrees about that:

[...] how could the head teacher realize our wishes and needs if she did not involve us in her decisions and never asked us about that?

On the other hand, there are many barriers which limit the head teachers' role in realising parents' needs. One parent explains:

[...] our communication with the head teacher is directed via regular visits to the school, through meetings, or even via messages [letters or notes sent with the children to parents], or on the phone. But communication in this fashion is very rare; I wish there could be more efficient ways of communication, such as emails. Traditional methods of communication are real barriers to effective communication with head teachers, let alone their [head-teachers'] time limitations [...]

Another parent says:

Sometimes the head teacher considers the parents' suggestion but her limited authority bans her from implementing this suggestion, a lot of clever ideas were 'ink on paper' and did not see the light because of the autocratic rules of ministry.

One parent commented in this regard:

[...] lack of budget is the biggest barrier which faces our suggestions and wishes to improve the learning process of our children; the school budget from the ministry is very limited and small; while they spend the money on other ineffective activities.

Another parent sees that; lack of time is one of the barriers which limit the head teachers' role in realising parents' needs:

[...] if you discuss with head teacher about any project or suggestion for the school she says: 'there is not enough time in our school agenda of the academic year' all the staff are busy, there is no free time to study and implement the suggestion.

One parent adds that:

[...] the staff is overloaded with a lot of administrative work which prevents them from participating in any extracurricular activities [...].

4. Parents are not involved in decision making; limited parent participation in school parent boards. The questionnaire indicates that 43% of the sample agrees that they were involved in school decision making, while 57% disagreed.

There is no involvement of parents in the decision-making processes. There is a limited participation of some parents who are members of the Parents Teachers Association (PTA). On the other hand, many parents wish to be involved in decision-making which would help the school improvement process. One parent comments:

Parents are involved in the decision-making process when they make donations to the school as to establish sunshades [parasols] in the school court for the summer; only then can we be involved in the decision-making process. Sometimes, parents on the school parent-board may be involved in discussing budgets, purchase of new facilities, extensions in the buildings, etc. [...]

Another parent said:

Only rarely do we get involved in decision-making [...] and if this occurs, it only occurs to give the impression that the school climate is democratic [...] but practically, the decision is finally the head teacher's.

Another parent states:

If the school follows a democratic policy it will consult and take votes, even with a group of parents. In fact decisions are based on individual opinions and are imposed on all parents.

One parent comments:

There are two kinds of decisions: first, those which are imposed from the Ministry of Education that nobody can discuss it or refuse. Second, decisions which are made by head teacher as the highest authority in school. Some of them are built upon consulting deputy head teacher and heads of departments. Parents and students are not involved in making these decisions. Finally, most of them are made according to the head teachers' personal point of view.

5. There is a limited participation in school activities such as Mother's Day, National Day. However, many parents see that they are not involved in any activity of their children's school, they desire to become involved themselves in school activities which are a part of a students progression process.

47% of parents state in parent questionnaire that they were involved in school activities, while 53% of them confirmed that they were less involved in participating in school activities.

One parent has aptly observed:

Parents' participation in the school activities is very limited [...] restricted at best to attending the mother's day or the science day.

Another said:

[...] I hope to be involved with my daughter's school activities, I was involved when she was in nursery, [...] after entering school I try to ask her teacher if it is possible to attend their activities in school but she said it is not allowed, this is the school system.

A father sees that centralised administration is the main reason of non-involvement:

[...] as a psychologist, Many times I offered to the head teacher to participate in solving some problems which faced the students in school but she refused, always she repeats 'thank you, we will fix the problem'. In fact I feel that they don't want us to share them in the educational processes [...]

Another parent says that:

Yearly, the school invites me to attend same occasions; Mother's Day, National Day and the End of year Ceremony., I wish to arrange those occasions with the school's staff, and I know my daughter likes that very much but I did not see any motive to participate in their preparation. Unfortunately, I have offered my services but they ignored me.

However, some parents see that there is involvement in school's activities. But many parents have passive attitudes and their tendency is not to follow their children's progress at school and in some cases, parents were either too busy to get involved or they just did not want to (or are not invited) to participate, either in school activities or in the decision-making process.

One parent stated:

Yes, we can sometimes be involved in the school activities, especially extracurricular activities, such as the sports day, attending some religious and formal occasions [...].

Another parent confirms:

The school always tries to involve the parents in educational processes either inside or outside the school, they welcome any parent to participate in their activities. However, the parents do not have free time to play a part in their children's' school activities, or to participate any extracurricular events [...].

Generally speaking, and to summarise, these analyses of the findings from interviews and questionnaires with parents indicate that several criteria have been identified for maximising the extent and the quality of parental and community involvement in education. One important factor is the willingness of the principal to build partnerships and encourage involvement. Other factors include: frequent and positive communication between home and school, training which facilitates effective involvement and leadership of parents and teachers, and written policies clearly stating the nature and extent of the parent/community role in Kuwait.

The movement towards greater local involvement in Kuwaiti education has been spurred by the belief that increased parental and community participation has a positive effect on educational achievement. Education is increasingly viewed as a family/community/school relationship. The research suggests that this partnership not only results in improved student achievement but also in an enhanced sense of pride in the community and school (Al-Lehyani, 2006; Al-Remehy & Al-Omar, 1988). Parents and educators have a greater willingness to support educational decisions. The relationship provides mutually beneficial support for both parents and educators when dealing with students in difficult situations.

There are cultural, administrative, ministerial, school construction design, workload, and budget barriers. These barriers have a crucial impact in the role of head teachers and negatively affect in dealing with parents.

5.6. Concluding Remarks

In conclusion, the researcher discussed the findings of stage one and two which were interviews with teachers, senior teachers and parents.

In this chapter the researcher presented the qualitative data of the interview of teachers, senior teacher and parents from different schools in all Kuwait sectors, and displayed these data in several figures and tables. Following that, the researcher analysed and discussed the data in depth by implement inductive and analytical Methods.

The researcher showed and presented the points of participants' views in order to get the answers of sub-questions of the study.

The researcher found that the overall concept of Total Quality Management in female middle schools in Kuwait, as perceived by the teachers, senior teachers and parents, must be understood from a variety of perspectives and at multiple levels. However, each individual who functions as a shareholder in the educational process (parents, teachers, principals, students) must practice these principles until they become

intuitive. One common theme that was detected in this study is that the TQM principles are interrelated and integrative. They do not operate or become institutionalised in isolation. They interact with one another, connectedly, and this connectedness induces the eventual successful implementation of these practices.

The following chapter presents a discussion of the findings of stage three, four and five in relation to the review of literature as in Chapters Two and Three.

Chapter Six

Results, analysis and discussion of the main element of the study

6.1. Introduction

This chapter is geared to analysing the data gleaned from stage three where interviews with head teachers were conducted. It also presents an overview of the head teachers' responses to the questionnaires (stage four) as well as interviews with them in stage five. Stage four is the core of the study in order to identify the role of head teachers and their implementation of TQM in schools according to their perceptions. Analysis will fall into two parts: in Part A the attitudes of the head teachers as to the elements and principles of TQM will be analysed; Part B will tackle the perceptions of the head teachers of their actual role as to the implementation of TQM principles, and in this case, analysis will also tackle the interviews with head teachers. Relevant literature will be considered in relation to these findings. Finally, at the last stage of analysis, the researcher will framework a rationale of the mismatch between Part A and Part B of the head teachers' questionnaires.

The basic purpose here is to detect the barriers to the implementation of TQM principles as well as recognising any mismatch between head teachers' attitudes towards TQM factors and their perceptions of TQM implementation in their schools.

6.2. Findings from Stage Three

6.2.1. *Data from Interviews with head teachers*

The following findings were derived from interviews with the participants in this study from amongst head teachers. The findings from Stages one and two are used at the third stage to develop questions to be employed in semi-structured interviews with eight head teachers, representing 10% of the total number of schools. These questions address their perceptions of their actual roles in their schools, thus corresponding to research

Question 3. Ten questions were developed based on the following findings to address head teachers' roles in their schools vis-à-vis TQM tenets (See Appendix 7).

The following table shown that the profile of participants:

Table 6.1 profile of Head teachers' interview participants

Participant's No	Qualification	Sector	Experience of teaching	Experience of administrative work
H T1	Bachelor of History	Ahmadi and Mubarak Al-kabbir	27 years	8 years
H T2	Bachelor of Arabic Language	Ahmadi and Mubarak Al-kabbir	26 years	7 years
H T3	Bachelor of Geography	City	13 years	7 years
H T4	Bachelor of Art	Farwanya	18 years	3 years
H T5	Bachelor of Arabic Language	City	22 years	6 years
H T6	Bachelor of English Language	Hawalli	12 years	4 years
H T7	Bachelor of Philosophy	Jahra	23 years	Years8
H T8	Bachelor of Arabic Language	Farwanya	18 years	Years10

However, the following table (6.2) summarises the responses of the interviewees (head teachers):

Table 6.2
The responses of the interviewees (head teachers)

Item H T	Status of student	Case of improvement	School atmosphere	Teacher Appraisal	Staff/Faculty Participation	Decision- making	Focus on Process and/or Product	Professional Development
H T1	Student is the primary client in practice	On-going improvement	Competitive, but honourable	On-going follow- up via class visits	No participation	Shared, democratic	Both Results & Products	Present, but not effective
H T2	Student is a primary client as the school runs on a learner-centred basis	Lack of strategic Planning	Amiable, amicable, cooperative	Competency- based	Little parental participation, no local community participation	Stake-holders inside the school; parents sometimes	Both Results & Products, esp. as related to achievement	Available from Ministry
H T3	Student is extremely important	Material & Facility Improvement	Rather cooperative	Regular class visitations	Inter- departmental	Department chairpersons & Head-teacher	Processes and results	No programmes
H T4	School is student- centred; most care to her	Organised schemes of improvement	Friendly, democratic	Assessed on discipline, attendance, commitment to regulations	Parents & school	Head teacher and sometimes Heads of Departments, and parents on meetings	Processes and results	Present in workshops, demos, visits, etc.

H T5	Student is a primary client	Shared improvement efforts	Appreciative, mutual respect	Inspection	All participate	Management only and not based on facts	Processes and results	Present, but not effective
H T6	Student is cornerstone in educational process	Remedial, studied improvement	Tranquil, cooperative	Observation & class visitations	Community participation	Sharing, democracy	Processes and results	Present, but not effective due to time limitations
H T7	Student is a primary client	Teacher-based, competency-based	Open to discussion, democratic	Inspection & subjective assessments	Different levels of administration	Head teacher and sometimes Heads of Departments, and parents on meetings	Processes and results	Present & effective
H T8	Student is a primary client	Shared improvement	Amiable & Competitive	Competency-based	Faculty & staff participate, no local community	Heads of Departments, and based on suggestions	Processes and results	Present, but obsolete and not effective

In the process of assessing quality management, principals' responses suggested that their assessments of the implementation of TQM principles revealed insufficiencies to its principles at large.

The following table (6.3) summarises answers of the main questions and sub-questions of interviews with the head teachers by category of answers:

Table 6.3

**Answers of Main and Sub-Questions of Interview Classified by Type of Answers
(Head-Teachers)**

Item \ Answer	Student is the primary client	Yes, but not as is required	Student is not a primary client
1. Student is the primary client	8	-	-
Item \ Answer	There's continuous improvement	There's only material and self-improvement	There's no continuous improvement
2. Continuous improvement	7	Facilities & Infrastructure (1)	-
Item \ Answer	Cooperative atmosphere	Competitive atmosphere	Nothing
3. School atmosphere	3	5	-
Item \ Answer	Ongoing, Intensive Follow-up	Inspection	Both of them
4. Teaching evaluation/Teacher Appraisal	6	2	-
Item \ Answer	All participate	Non-equivalent participation	Not all participate
5. Participation of all in educational process	6	2	-
6. Decision-making	3	4	1

Item \ Answer	Concentrating on both	Concentrating on processes only	Concentrating on results only
7. Concentrating on Processes and Results	8	0	0
Item \ Answer	There're Professional development programmes	They exist, but are old and not effective	There're no Professional development programmes
8. Professional Development	3	4	1

In the process of assessing quality management, principals' responses suggested that their assessments of the implementation of TQM principles revealed insufficiencies to its principles at large.

6.3. Findings from Stage Four

6.3.1. Data from Questionnaire Study with Head teachers

This is a 5-Likert-type questionnaire statistically analysable to gain perceptions about the head teachers' orientations towards, and practices of, TQM in their respective schools. The saliency and confidentiality of the questionnaire helped glean more relevant, uninterrupted answers from the informants.

The draft questionnaire in the pilot study was tremendously altered both in format and content because the items of the questionnaire were based on the responses of teachers and parents in their respective interviews and in the light of the perceptions of the experts who validated the questionnaire.

Three professors from the Basic College of Education., who are experts in educational management and quality control, read the questionnaire and made necessary

rewording suggestions and comments; their recommendations were applied to the final version of the questionnaire. Also, the questionnaire was piloted to check validity and consistency.

6.3.2. *Analysis of the basic information*

The participants of the study amongst head teachers were evenly distributed in number across Kuwait Governorates with a percentage ranging between 11.3% to 23.8%.

Table 6.4 shows sample distributions according to variables of school district:

Table 6.4
Distribution of Sample by School District

Area	Frequency (N)	Percent (%)
City	16	20.0
Mubarak	10	12.5
Farwanyya	15	18.8
Hawalli	11	13.8
Ahmadi	19	23.8
Jahra	9	11.3
Total	80	100.0

Most (95%) of the head teachers are B.A. holders; (See Table 6.5) whilst 1.3 % have only a high school diploma; and 3.8% have a Diploma in Education, but no Masters or PhDs. The following table shows sample distributions according to variables of credentials:

Table 6.5

Distribution of Sample by Credentials and Qualifications

Qualification	Frequency (N)	Percent (%)
High School Diploma	1	1.3
B.A.	76	95.0
Graduate Diploma in Education	3	3.8
Total	80	100.0

Most of the subjects (38.8%) have between 5 to 10 years of experience ; (31.3% have between 10 to 15 years, and 21.3% have over 15 years of experience). The following table (6.6) shows sample distributions according to variables of experience:

Table 6.6

Distribution of Sample by Experience

Experience	Frequency (N)	Percent (%)
Less 5 yrs	7	8.8
5-10 yrs	31	38.8
10-15 yrs	25	31.3
Over 15 yrs	17	21.3
Total	80	100.0

Head teachers' perceptions are shown in the following tables (6.7, 6.8, 6.9, & 6.10):

The student is seen as the first client in the educational process by the majority of head teachers (88.8%). 3.8 of the participants gave her the second rank, while 7.5% gave her the third rank.

Table 6.7

Rank of Student as a first client

Ranks	Frequency (N)	Percent (%)
First Rank	71	88.8
Second Rank	3	3.8
Third Rank	6	7.5
Fourth Rank	0	0
Total	80	100.0

The teacher received a medium rank after the student as an influential factor in catering for a quality education; ranks range between the second and the fourth;

Table 6.8

Rank of Teachers as a first client

Ranks	Frequency (N)	Percent (%)
First Rank	1	1.3
Second Rank	24	30.0
Third Rank	27	33.8
Fourth Rank	28	35.0
Total	80	100.0

The parents or students' guardians were thought to be important factors. They were ranked second with 53.8%being in agreement.

Table 6.9

Rank of Parents as a first client

Ranks	Frequency (N)	Percent (%)
First Rank	4	5.0
Second Rank	43	53.8
Third Rank	19	23.8
Fourth Rank	14	17.5
Total	80	100.0

The community is the lowest in rank receiving a fourth rank for 47% of the subjects and a third rank for 35% of the subjects.

Table 6.10

Rank of Society as a first client

Ranks	Frequency (N)	Percent (%)
First Rank	4	5.0
Second Rank	10	12.5
Third Rank	28	35.0
Fourth Rank	38	47.5
Total	80	100.0

Overall, the student is perceived as the first client filling in the first rank in the order of the responses of the head-teachers (percentage of agreement is 88.8%), then come parents (53.8%), and finally come society and teachers as the least significant factors.

6.3.3. Attitudes of Head Teachers towards Principles of TQM

The Main Survey Findings - Part A

The subjects of this study have significantly positive attitudes towards Total Quality Management. The attitudes of head teachers towards TQM principles (positive, negative, neutral), is summarised in Table 6.11. It shows the mean scores of the subjects' responses on the questionnaire apropos the first part that taps into the subjects' attitudes towards TQM principles. The findings demonstrate high mean scores, which indicate the subjects had strong, positive attitudes towards TQM. The responses ranged from more than neutral up to maximal scores on the scale of the questionnaire as summarised below:

Table 6.11

Mean scores of head teachers' responses on Part A of the Questionnaire

(Attitudes towards TQM)

Dimensions	Items No	Minimum	Neutral	Maximum	Mean	Means %
TOTF1A	7	5	15	35	32.6625	93.31%
TOTF2A	8	8	24	40	36.1375	90.35%
TOTF3A	7	5	15	35	33.5875	95.94%
TOTF4A	6	6	18	30	24.1000	80.33%
TOTF5A	7	7	21	35	28.0250	80.09%
TOTF6A	12	12	36	60	53.0625	88.43%
TOTF7A	7	7	21	35	32.0375	91.54%
TOTF8A	6	6	18	30	28.3875	94.63%
TOTF9A	5	5	15	25	24.3375	97.36%
TOTA	65	65	195	325	292.3375	89.95%

*TOTF1A: Total of Factor 1 in section A of questionnaire.

Differences in Attitudes by the variables of the Study (School District - Credentials and Qualifications - Experience):

1. School District

Differences of the informants' attitudes by school district have been analysed using the One-way ANOVA whose results are summarised in the following table:

Table 6.12

One-way ANOVA for Differences in Subjects' Attitudes by School District

Dimensions	Qualification	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
TOTF1A	<i>Between Groups</i>	52.995	5	10.599	.841	.525
	<i>Within Groups</i>	932.892	74	12.607	-	-
	<i>Total</i>	985.887	79	-	-	-
TOTF2A	<i>Between Groups</i>	177.753	5	35.551	1.970	.093
	<i>Within Groups</i>	1335.735	74	18.050	-	-
	<i>Total</i>	1513.488	79	-	-	-
TOTF3A	<i>Between Groups</i>	94.371	5	18.874	3.979	.003
	<i>Within Groups</i>	351.017	74	4.743	-	-
	<i>Total</i>	445.387	79	-	-	-
TOTF4A	<i>Between Groups</i>	217.102	5	43.420	1.855	.113
	<i>Within Groups</i>	1732.098	74	23.407	-	-
	<i>Total</i>	1949.200	79	-	-	-
TOTF5A	<i>Between Groups</i>	223.364	5	44.673	1.072	.383
	<i>Within Groups</i>	3084.586	74	41.684	-	-
	<i>Total</i>	3307.950	79	-	-	-
TOTF6A	<i>Between Groups</i>	168.338	5	33.668	.499	.776

	<i>Within Groups</i>	4988.349	74	67.410	-	-
	<i>Total</i>	5156.687	79	-	-	-
TOTF7A	<i>Between Groups</i>	86.582	5	17.316	1.439	.220
	<i>Within Groups</i>	890.306	74	12.031	-	-
	<i>Total</i>	976.887	79	-	-	-
TOTF8A	<i>Between Groups</i>	86.829	5	17.366	2.223	.061
	<i>Within Groups</i>	578.159	74	7.813	-	-
	<i>Total</i>	664.987	79	-	-	-
TOTF9A	<i>Between Groups</i>	24.580	5	4.916	1.882	.108
	<i>Within Groups</i>	193.308	74	2.612	-	-
	<i>Total</i>	217.888	79	-	-	-
TOTA	<i>Between Groups</i>	3371.627	5	674.325	1.978	.092
	<i>Within Groups</i>	25222.261	74	340.841	-	-
	<i>Total</i>	28593.887	79	-	-	-

$p < .003$

The above table shows that there were no statistically significant differences between the mean scores of the responses of the subjects attributable to school district on all dimensions of the questionnaire, nor on the total score except for the third factor, namely (school climate/atmosphere) (where F was 3.979 and a significance alpha was 0.003. Therefore, a multiple comparison Scheffé test was used to identify the directionality of differences. Findings are summarised below:

Table 6.13

Results of the Scheffé Multiple Comparison Test of Area.

(I) AREA	(J) AREA	Mean Difference (I - J)	Sig.
City	Mubarak	-.6125	.982
	Farawanyya	.5208	.985
	Hawalli	-.7216	.958
	Ahmadi	1.6612	.229
	Jahra	2.5208	.072
Mubarak	Farwanyya	1.1333	.798
	Hawalli	-.1091	1.000
	Ahmadi	2.2737	.093
	Jahra	3.1333	.029
Farwanyya	Hawalli	-1.2424	.704
	Ahmadi	1.1404	.655
	Jahra	2.0000	.260
Hawalli	Ahmadi	2.3828	.055
	Jahra	3.2424	.017
Ahmaddi	Jahra	.8596	.924

The following findings are borne out by the above table :

1. There are statistically significant differences between the mean scores of the respondents as to their attitudes towards TQM in Mubarak and Jahra; the differences are the attitudes of Mubarak are more positive that Jahra, Muabarak to the advantage of respondents whose mean scores were higher than those of the Jahra respondents;

2. There are statistically significant differences between the mean scores of the respondents as to their attitudes towards TQM in Hawalli and Jahra; the differences are to the advantage of Hawalli respondents whose mean scores were more positive towards TQM than those of the Jahra respondents;
3. There are statistically significant differences between the mean scores of the respondents as to their attitudes towards TQM in Hawalli and Ahmadi; the differences are to the advantage of Hawalli respondents whose mean scores were more positive towards TQM than those of the Ahmadi respondents;
4. There are no statistically significant differences between the mean scores of the respondents as to their attitudes towards TQM in the other pairs of school districts' respondents.

2. Credentials and Qualifications

To recognise the differences in the subjects' attitudes towards TQM principles by credentials and qualifications, the researcher utilised a *t*-test, (after combining high school diploma and its equivalent), so there were two groups - one high school diploma holders (No 3) and the other B.A. holders (No 76). The following table summarises the findings from the *t*-test:

Table 6.14

***T*-test values of the differences between subjects by qualifications**

Dimensions	<i>Qualification</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>Sig.</i>
TOTF1A	<i>B.A.</i>	76	32.6447	3.6100	-.195	.846
	<i>Diploma</i>	4	33.0000	1.6330	-	-
TOTF2A	<i>B.A.</i>	76	36.0132	4.4317	-1.109	.271
	<i>Diploma</i>	4	38.5000	2.3805	-	-

TOTF3A	<i>B.A.</i>	76	33.5132	2.4138	-1.225	.224
	<i>Diploma</i>	4	35.0000	.0000	-	-
TOTF4A	<i>B.A.</i>	76	23.9211	5.0220	-1.413	.162
	<i>Diploma</i>	4	27.5000	1.7321	-	-
TOTF5A	<i>B.A.</i>	76	28.0789	6.5376	.323	.747*
	<i>Diploma</i>	4	27.0000	5.7155	-	-
TOTF6A	<i>B.A.</i>	76	53.1447	8.0411	.395	.694*
	<i>Diploma</i>	4	51.5000	9.9499	-	-
TOTF7A	<i>B.A.</i>	76	31.9737	3.5813	-.705	.483
	<i>Diploma</i>	4	33.2500	1.7078	-	-
TOTF8A	<i>B.A.</i>	76	28.3026	2.9531	-1.143	.257
	<i>Diploma</i>	4	30.0000	.0000	-	-
TOTF9A	<i>B.A.</i>	76	24.3026	1.6972	-.817	.417
	<i>Diploma</i>	4	25.0000	.0000	-	-
TOTA	<i>B.A.</i>	76	291.8947	19.1050	-.906	.368
	<i>Diploma</i>	4	300.7500	17.5190	-	-

* $p < 0.05$

Findings from the above table indicated no significant differences in attitudes ascribable to credentials and qualifications in any dimensions of the questionnaire and on the total score.

3. Experience

To recognise the differences in the subjects' attitudes towards TQM by number of experience years in the job, the researcher used a One-way ANOVA, the findings of which are summarised in the following table:

Table 6.15

One-way ANOVA for Differences in Subjects' Attitudes by Experience

Dimensions	<i>Between /Within Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
TOTF1A	<i>Between Groups</i>	3.395	3	1.132	.088	.967 [*]
	<i>Within Groups</i>	982.492	76	12.928	-	-
	<i>Total</i>	985.888	79	-	-	-
TOTF2A	<i>Between Groups</i>	52.750	3	17.583	.915	.438
	<i>Within Groups</i>	1460.738	76	19.220	-	-
	<i>Total</i>	1513.488	79	-	-	-
TOTF3A	<i>Between Groups</i>	2.794	3	.931	.160	.923 [*]
	<i>Within Groups</i>	442.594	76	5.824	-	-
	<i>Total</i>	445.387	79	-	-	-
TOTF4A	<i>Between Groups</i>	34.080	3	11.360	.451	.717
	<i>Within Groups</i>	1915.120	76	25.199	-	-
	<i>Total</i>	1949.200	79	-	-	-
TOTF5A	<i>Between Groups</i>	200.537	3	66.846	1.635	.188
	<i>Within Groups</i>	3107.413	76	40.887	-	-
	<i>Total</i>	3307.950	79	-	-	-
TOTF6A	<i>Between Groups</i>	91.908	3	30.636	.460	.711
	<i>Within Groups</i>	5064.779	76	66.642	-	-
	<i>Total</i>	5156.688	79	-	-	-
TOTF7A	<i>Between Groups</i>	7.000	3	2.333	.183	.908
	<i>Within Groups</i>	969.888	76	12.762	-	-
	<i>Total</i>	976.888	79	-	-	-
TOTF8A	<i>Between Groups</i>	12.196	3	4.065	.473	.702
	<i>Within Groups</i>	652.792	76	8.589	-	-
	<i>Total</i>	664.987	79	-	-	-
TOTF9A	<i>Between Groups</i>	.567	3	.189	.066	.978 [*]
	<i>Within Groups</i>	217.320	76	2.859	-	-
	<i>Total</i>	217.888	79	-	-	-
TOTA	<i>Between Groups</i>	211.867	3	70.622	.189	.904
	<i>Within Groups</i>	28382.021	76	373.448	-	-
	<i>Total</i>	28593.888	79	-	-	-

^{*} $p < 0.05$

Findings showed no statistically significant differences ascribable to years of experience in any dimension of the questionnaire and on the total score.

To sum up, findings of the study indicated that the subjects' attitudes towards TQM are significantly positive on all aspects of the questionnaire and that variations of qualifications/credentials, years of experience, and school district bore little relevance to this attitude overall. The third variable, school district locality, made slight differences, but still, the subjects' attitudes are significantly positive.

6.3.4. Status Quo of the Implementation of TQM Tenets in Kuwaiti FIS

The Main Survey Findings - Part B

The subjects of the study indicated that the elements and tenets of TQM are not fully or satisfactorily implemented, suggesting that the schools under analysis are far from applying these principles.

No significant differences hitherto were detected which could be attributed to school locale, experience or credentials, except on the seventh factor of concentration on processes and products for credentials and the eighth factor of professional development for experience.

Overall, the subjects of the study do not think that the principles of TQM are fully implemented or sufficiently applied in the schools at issue on all factors and on the total score; even insignificant differences indicate that TQM implementation is yet perceived as low or insufficient. The following table (6.16) summarises the findings from Part B of the Questionnaire apropos the Status Quo of the Implementation of TQM Tenets:

Table 6.16

**Mean Scores of Responses on Part B of the Questionnaire apropos the Status
Quo of the Implementation of TQM Tenets**

<i>Dimensions</i>	<i>Items</i>	<i>Minimum</i>	<i>Neutral</i>	<i>Maximum</i>	<i>Mean</i>	<i>Mean %</i>
TOTF1b	7	5	15	35	26.1375	74.69%
TOTF2b	8	8	24	40	23.1125	57.78%
TOTF3b	7	5	15	35	22.1375	63.25%
TOTF4b	6	6	18	30	15.5000	51.67%
TOTF5b	7	7	21	35	17.9875	51.40%
TOTF6b	12	12	36	60	31.7125	52.85%
TOTF7b	7	7	21	35	21.4250	61.23%
TOTF8b	6	6	18	30	16.8250	56.10%
TOTF9b	5	5	15	25	13.2000	52.80%
TOTb	65	65	195	325	188.0375	57.85%

*** TOTF1B:** Total of Factor 1 in section B of questionnaire.

As to differences in subjects' actual implementation of practices of TQM principles by the variables of school district, credentials and qualifications, and experience, appropriate statistical tests, were utilised. For differences in actual practices of TQM tenets by school district a One-way ANOVA was utilised:

Table 6.17

One-way ANOVA for Differences in Subjects' Implementation of TQM by School

District

<i>Dimensions</i>	<i>Between /Within Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
TOTF1B	<i>Between Groups</i>	167.111	5	33.422	1.988	.090
	<i>Within Groups</i>	1244.376	74	16.816	-	-
	<i>Total</i>	1411.488	79	-	-	-
TOTF2B	<i>Between Groups</i>	319.450	5	63.890	1.687	.148
	<i>Within Groups</i>	2802.538	74	37.872	-	-
	<i>Total</i>	3121.988	79	-	-	-
TOTF3B	<i>Between Groups</i>	186.677	5	37.335	1.379	.242
	<i>Within Groups</i>	2002.811	74	27.065	-	-
	<i>Total</i>	2189.488	79	-	-	-
TOTF4B	<i>Between Groups</i>	136.644	5	27.329	2.065	.079
	<i>Within Groups</i>	979.356	74	13.235	-	-
	<i>Total</i>	1116.000	79	-	-	-
TOTF5B	<i>Between Groups</i>	69.154	5	13.831	.570	.723
	<i>Within Groups</i>	1795.833	74	24.268	-	-
	<i>Total</i>	1864.988	79	-	-	-
TOTF6B	<i>Between Groups</i>	258.383	5	51.677	.741	.595
	<i>Within Groups</i>	5160.004	74	69.730	-	-
	<i>Total</i>	5418.388	79	-	-	-
TOTF7B	<i>Between Groups</i>	61.710	5	12.342	0.572	.705
	<i>Within Groups</i>	1597.840	74	21.592	-	-
	<i>Total</i>	1659.550	79	-	-	-
TOTF8B	<i>Between Groups</i>	90.486	5	18.097	.776	.570
	<i>Within Groups</i>	1725.064	74	23.312	-	-
	<i>Total</i>	1815.550	79	-	-	-
TOTB	<i>Between Groups</i>	6045.938	5	1209.188	1.787	.126
	<i>Within Groups</i>	50066.949	74	676.580	-	-
	<i>Total</i>	56112.888	79	-	-	-

The above table shows that there were no statistically significant differences attributable to school district on all dimensions and total score of the questionnaire's Part B.

For differences in actual practices by credentials and qualifications of subjects, a *t*-test was utilised, the findings of which are shown below:

Table 6.18

**T-test Values for Differences in Subjects' actual TQM practices and the
Implementation of TQM Principles by Credentials & Qualifications**

<i>Dimensions</i>	<i>Qualification</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>Sig.</i>
TOTF1B	<i>B.A.</i>	76	26.0658	4.2625	0.659	0.512
	<i>Diploma</i>	4	27.5000	3.6968	-	-
TOTF2B	<i>B.A</i>	76	23.1184	6.2991	0.036	0.971
	<i>Diploma</i>	4	23.0000	6.9761	-	-
TOTF3B	<i>B.A</i>	76	22.3158	5.2566	1.327	0.188
	<i>Diploma</i>	4	18.7500	4.7871	-	-
TOTF4B	<i>B.A</i>	76	15.5395	3.8417	0.407	0.685
	<i>Diploma</i>	4	14.7500	1.5000	-	-
TOTF5B	<i>B.A</i>	76	18.0263	4.9799	0.310	0.758
	<i>Diploma</i>	4	17.2500	.9574	-	-
TOTF6B	<i>B.A</i>	76	31.7368	8.3640	0.114	0.910
	<i>Diploma</i>	4	31.2500	7.5443	-	-
TOTF7B	<i>B.A</i>	76	21.1842	4.7123	1.97	0.052
	<i>Diploma</i>	4	26.0000	5.9442	-	-
TOTF8B	<i>B.A</i>	76	16.9342	4.7675	0.887	0.378
	<i>Diploma</i>	4	14.7500	5.5603	-	-
TOTF9B	<i>B.A</i>	76	13.0789	3.0801	1.473	0.145
	<i>Diploma</i>	4	15.5000	5.4467	-	-
TOT10B	<i>B.A</i>	76	188.0000	26.6753	0.055	0.957
	<i>Diploma</i>	4	188.7500	30.2366	-	-

The above table shows that there were no statistically significant differences attributable to the credentials and qualifications of the subjects of the study on any dimensions or the total score of Part B of the questionnaire, except for Dimension 7 (Focus on Product and Process) where there were differences detected between diploma and B.A. holders interpreted to the good of diploma holders.

As to differences in subjects' attitudes by the variable of experience, a One-way ANOVA was utilised; findings are summarised in the following table:

Table 6.19
One-way ANOVA for Differences in Subjects' Implementation of TQM by
Experience

<i>Dimensions</i>	<i>Between / Within Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
TOTF1B	<i>Between Groups</i>	40.207	3	13.402	.743	.530
	<i>Within Groups</i>	1371.281	76	18.043	-	-
	<i>Total</i>	1411.488	79	-	-	-
TOTF2B	<i>Between Groups</i>	194.523	3	64.841	1.683	.178
	<i>Within Groups</i>	2927.464	76	38.519	-	-
	<i>Total</i>	3121.988	79	-	-	-
TOTF3B	<i>Between Groups</i>	31.209	3	10.403	.366	.778
	<i>Within Groups</i>	2158.279	76	28.398	-	-
	<i>Total</i>	2189.488	79	-	-	-
TOTF4B	<i>Between Groups</i>	5.877	3	1.959	.134	.939
	<i>Within Groups</i>	1110.123	76	14.607	-	-
	<i>Total</i>	1116.000	79	-	-	-
TOTF5B	<i>Between Groups</i>	139.560	3	46.520	2.049	.114

	<i>Within Groups</i>	1725.428	76	22.703	-	-
	<i>Total</i>	1864.988	79	-	-	-
TOTF6B	<i>Between Groups</i>	76.081	3	25.360	.361	.781
	<i>Within Groups</i>	5342.306	76	70.294	-	-
	<i>Total</i>	5418.387	79	-	-	-
TOTF7B	<i>Between Groups</i>	105.002	3	35.001	1.516	.217
	<i>Within Groups</i>	1754.548	76	23.086	-	-
	<i>Total</i>	1859.550	79	-	-	-
TOTF8B	<i>Between Groups</i>	290.965	3	96.988	4.835	.004
	<i>Within Groups</i>	1524.585	76	20.060	-	-
	<i>Total</i>	1815.550	79	-	-	-
TOTB	<i>Between Groups</i>	2170.362	3	723.454	1.019	.389
	<i>Within Groups</i>	53942.525	76	709.770	-	-
	<i>Total</i>	56112.888	79	-	-	-

The above table shows that there were no statistically significant differences between the mean scores of the subjects on their implementation and actual practices of TQM by experience on any dimension of Part B or the total score on this part, except for dimension 8 of (Development and Training). To identify the directionality of these differences on this dimension a Scheffé multiple comparisons post test was used; the following table summarises the findings:

Table 6. 20

Results of the Scheffé Multiple Comparison Test of Experience

(I) Experience	(J) Experience	Mean Difference (I-J)	Sig.
5 yrs	5-10 yrs	-1.9908	.713
	10-15 yrs	-.8914	.966
	+ 15	3.0756	.425
5-10 yrs	10-15	1.0994	.798
	+ 15	5.0664	.002
10-15	+ 15	3.9671	.031

$p < 0.003$

The above table shows two points:

There were statistically significant differences between the mean scores of the subjects with 5-10 years of experience and the subjects with over 15 years' experience, to the advantage of subjects of 5-10 years' experience;

1. There were statistically significant differences between the mean scores of the subjects with 10-15 years of experience and subjects with over 15 years of experience, to the advantage of the 10 -15 years' experience subjects;
2. There were no statistically significant differences between the mean scores of other pairs as shown in table (6.21).

In order to determine the degree of mismatch between the mean scores of respondents from amongst head –teachers, on the Head Teacher Questionnaire (Part A) indicating their attitudes towards TQM elements in their schools, and the implementation of these elements of factors of TQM, a t-test was launched. Table (6.21) below summarises the findings:

Table 6.21

T-test results of the differences in means between head teachers' attitudes towards TQM factors and their implementation.

Dimension	Mean	Std. Deviation	t-value	Sig. ($P < 0.05$)
A	37.6075	53.1331	2.238	0.05
B				

The table above shows the results of a t-test between the mean scores of the head teachers' attitudes towards TQM principles and the mean scores of their perceptions that these principles or factors are being implemented in their schools. As is noted in the table, there is a statistically significant difference (at 0.05 level of significance where t-value = 2.38) between the head teachers' attitudes and the mean scores of their perceptions of the implementation of these principles. Furthermore, Table 6. 22 below gives detailed t-test values for each factor that make up the TQM principles at issue in this study.

Table 6.22

T-test results of the difference in mean of each factor between head teachers' attitudes towards TQM factors and their implementation.

Dimension	Mean	Std. Deviation	t-value	Sig. ($P < 0.05$)
A1	33.591	52.702	2.951	0.05
B1				
A2	33.773	52.645	2.021	0.05
B2				

A3				
B3	34.727	53.180	2.472	0.05
A4				
B4	34.409	52.612	2.825	0.05
A5				
B5	35.409	52.840	2.972	0.05
A6				
B6	36.682	52.998	2.741	0.05
A7				
B7	36.091	53.131	2.090	0.05
A8				
B8	35.136	52.867	2.146	0.05
A9				
B9	35.136	52.867	2.146	0.05

Again, these results shown above this section support the data from the interviews with the head teachers which will be discussed later.

6.4. Findings from Stage Five

6.4.1. Data from Interviews with head teachers

The barriers to the implementation of Total Quality Management principles with regard to the role of head teachers had been identified qualitatively in the open questions interviews with five head teachers (one from each geographic sector in the State of Kuwait), These discussions will be considered as answers to Question 5.

Most informants concur that the following had been identified as barriers to TQM implementation: these are in totality:

- Budgets Barriers
- Times Barriers
- Ministerial barriers
- Cultural barriers
- Administrative barriers
- Communication barriers

Other specific barriers have been detected, including the following:

- Lack of administrative skills of teachers
- Work-load of teachers
- Training teachers is Ministry work
- Not enough Ministry training programmes
- Ineffective Ministry training programmes
- Limited programmes for teachers training in school
- Lack of orientations for new curriculum launches
- Competitive atmosphere
- Autocratic style of management
- Lack of inter-departmental and/or inter-collegiate cooperation
- Negative view of inspection methods and supervisory practices
- Discipline and order problems

6.5. Analysis of Findings from Stage Three, Four and Five: Interviews and Questionnaires with Head Teachers

This stage is the core of the present study, the findings of which will be used to analyse the responses of head teachers from the questionnaire study and both interviews

with head teachers 'stage three and five'. The head teacher is perceived as being the essential person in all these initiatives. Consequently, their perceptions concerning quality management could be a relevant indicator in auditing the present state before their perceptions of quality may get influenced by the researcher's talk about it. In this respect, some data was collected and the responses of head teachers indicating their attitudes to the elements of TQM will be discussed and related to the literature. Then, their perceptions of their actual performance in the working life of head teachers as relevant to the elements of TQM will be discussed in terms of the participants' responses to the questionnaire and the introspective research instrument (interviews with head teachers), all in relation to pertinent literature. Furthermore, barriers from stage five interviews will be discussed and related in this section.

6.5.1. Head Teachers' Attitudes to TQM Elements (Part A)

As earlier noted, findings of Part A of the questionnaires administered to head teachers indicate that participants had positive and strong attitudes towards Total Quality Management; all responses were a little more than neutral and level up to maximal scores on the scale of the questionnaire on the nine factors of TQM. Following is a factor-by-factor analysis of the findings from this stage in relation with attitudes, reported practice, and the differences between theory and practice as well as suggesting implications for policy and practice. There then follows a discussion from qualitative data from the interviews.

First Factor: Concentrating on the Basic Client in the School

Informants had positive attitudes towards this first factor considering that the student should be the first client to receive the most attention in a schooling system. Statistically, most participants indicated that the student is the first, most important client in the school (mean = 32.66). However, this is not satisfactorily achieved in practice or fully implemented. As is shown in Table 6.22, there are big differences between head

teachers' attitudes towards TQM principles and the mean scores of their perceptions that these factors (including this factor and the factors to follow) are practiced (mean = 33.591, t-value = 2.951). The hiatus between attitudes and reported practice can be ascribed to a variety of variables such as instructional practices, cooperation between parents or custodians and the school administration. This is also supported by interview findings as will be shown later in this chapter. Implications for redressing this situation may include the following:

- Holding regular meetings between head teachers, parents, teachers, and some selected students to discuss the problems of the students;
- Stressing the fact that students are the main clients in the schooling system and hereby all activities, administrative, instructional and social should be student-centred;
- Teachers and parents must have regular monthly or at least once in a semester with the parents or custodians of the students so that they can cater for the unfulfilled needs of the students;
- Urging students to proffer their suggestions for reforming administrative, instructional and curricular practices, and modifying these suggestions into a student-based proposal for reform to be sent annually to the school district and thence to the Ministry of Education.

Second Factor: Continuous Improvement

In principle, most participants indicated that they had positive attitudes towards continuous improvement as a factor of TQM (mean = 33.773, t-value = 2.021). However, as is indicated in Table 6. 21, there is a big difference between attitudes and reported practice. Head teachers realise that ongoing enhancement in the form of up-grading facilities and physical environment and human resources development, including pre-service teacher education and in-service teacher training ought to be carefully catered for

in order for a TQM-based system to be functional. The differences between attitudes and reported practice could be attributed to some factors including the following:

Improvements are generously funded if they have to do with facilities and the physical environment;

- Improvements in some cases are no more than 'educational decoration'; i.e., schools set up computer labs, technology-based classrooms, and adopt the latest methodology only as decorum;
- Low-level university pre-service education of teachers, low-level teachers recruited from the neighbouring countries, and in some cases, unqualified teachers may be recruited for logistic reasons;
- Irregular or low-level training for teachers and principals;

Implications for practice and policy may include the following:

- Holding regular, ongoing training workshops and programmes for teachers, principals and even parents so they can be inducted into the application of TQM practices to the school system;
- Technical training programmes in the specialisations of the teachers and head teachers as well as other administrative staff in schools must be continually sustained;
- Recruitment of administrators and teachers must level up to high quality standards with no gaps for nepotism or favouritism;
- Schools of education ought to cooperate with school districts and individual schools in pre-service and in-service teacher education and training.

Third Factor: School Climate

There is a difference between attitudes and perceptions of TQM principles with regard to the factor of school climate. Head teachers had positive attitudes towards this factor, indicating that school climate could be finely inductive to enhancing a quality

management system. Findings indicated that more head teachers suggested that their attitudes to the school climate is moderately fine and it should cater to a quality and healthy management system (mean = 34.727, t-value = 2.472). Findings from Tables 6. 12 and 6. 13 indicate that there are differences between school districts on the different factors here discussed, but these are discrepant in terms of school climate/atmosphere. Negative views of teachers, lack of personal development programmes, unfair or inefficient professional evaluation systems and other variables conduce to these differences between attitudinal perceptions and practice reported in the questionnaire and the interviews. Implications for practice and policy may include the following to redress this situation:

- Sustaining professional development for staff and faculty through on-going training programmes;
- Encouraging decision-sharing between staff, faculty and head teachers as well as involving other stakeholders from the local community;
- Encouraging creativity in the classroom and in administrative practice through allotting more freedom for schools to adapt or adopt new administrative and instructional practices;
- Adopting all-out professional evaluations for all involved in the school system, especially adopting an incentive-based evaluation system.

Fourth Factor: Performance Evaluation of Teachers

The attitudes towards teacher evaluation and the teachers' performance appraisal was scored as a relatively important factor of quality management (mean = 34.409, t-value = 2.825). However, reported practice indicate that the traditional evaluation systems, either those related to student learning practice or those of the professional practices of staff and faculty fall short of catering for a quality system of management. The most noticeable defect is that teacher appraisal is not taken as an important mechanic for recruitment or employment. In other words, it is formally a hiring/firing factor, but not

practically followed, especially with regard to native teachers. The main reason could be nepotism or favouritism – a factor which is not clearly or explicitly declared, especially in the formal questionnaire study, but implied in off-record revelations. In principle, current perception of faculty tenure as a guarantee of a job for life can impede the removal of teachers who do not perform up to standards. However, for the reasons already cited, this alternative is off. To maintain a commitment to quality in all areas, schools must adopt legally defensible faculty evaluation systems to ensure quality in the classroom. Other suggestions include...

- the establishment of a board of trustees in each school with the responsibility of managing the institutional overall professional evaluation of teachers and staff, monitoring teachers' delivery of quality instruction, constructing a list of characteristics of good teaching that were observable and measurable, and agreeing on activities both inside and outside the classroom for which faculty had responsibility.
- re-evaluating poor-performing teachers inside and outside classrooms using a new system and allowed time to remediate deficiencies; if a teacher's teaching quality did not improve, he would be eventually dismissed;
- Encouraging self-teacher appraisals, reflective teaching practices and portfolio assessment under scrupulous principal supervision.

Fifth Factor: School Decision Making Procedure

The head teachers' attitude towards this factor of TQM is moderately important (mean = 35.409, t-value = 2.972) at the level of attitudes, but in practice it falls short of implementation. This is because head teachers and other administrators in a school system are constantly in a double bind when it comes to the way they define and use power.

Their communities traditionally have expected them to be "in charge" of their districts--behaviour that results in domineering, authoritarian leadership. As well, head teachers aspire to collaborative decision-making, but wanting and actually practicing shared governance are two divergent states. The shift from top-down to collaborative decision-making is arduous.

Further, decision sharing and collaboration take longer time than does individual decision making. Implications include the following...

- Head teachers must understand they are only powerful when they can admit that power is a gift to them from others--the ability to work with other players for the good of all.
- Collaborative decision-making, although difficult, should facilitate school reforms that advance social justice with an emphasis academic achievement for every child;
- Head teachers should expect other opinions, and keep an open mind.
- Collaborative leaders must be able to listen authentically. What they hear should impact and even change their thinking. Without this ability, a superintendent will not be trusted.
- Shared decision-making is not delegation. Head teachers who are collaborative leaders remain in the discussion. They do not often turn decisions over to individuals or groups. Instead, they remain active in the decision-making process mentally, giving themselves one vote when the decision is made.

Sixth Factor: Participation of Others

Head teachers thought highly of others' participation (e.g. parents, stakeholders, elements from the local community) in the school activities, such as regular visitations, participation with suggestions and shared opinion; in fact, this is the highest factor head teachers agreed to as being the most important factor of TQM (mean = 36.682, t-value =

2.741). But there is a difference between attitude and reported practicing. Head teachers recognise that TQM is premised on the idea of the active involvement of all employees in the process of change. In this insight, it builds on the work of organizational theorists who emphasize that organizations are "political systems" in which implementation of new policies depends on building coalitions within the organization that favour the reform and that are stronger than the opposing coalitions. What often is not mentioned, however, in the questionnaire is that TQM implementation also requires the active involvement of the stakeholders who benefit from the schooling system, including parents, businessmen, and other labour market agents: they too have a great deal of relevant information, they too must understand the rationale for change, and they too must be stakeholders. Implications to redress the situation may include the following:

- A genuine acceptance of TQM and its underlying themes requires school administrators, staff and faculty to recognize that they are providing a service to customers, and that their attitude should reflect that reality.
- There should be a shift in focus from external to internal measures of performance. In adopting TQM procedures, head teachers should shift the bulk of their focus onto our immediate customers and develop effective means of obtaining timely information from them on how they are performing in various areas.
- Calling for open local conferences to be attended by the different stakeholders, e.g. parents, businessmen, employers, etc. to discuss their demands and suggestions for the betterment of education.

Seventh Factor: Focusing on Processes and Results

More participants agreed that this factor is an important aspect of TQM (mean = 36.091, t-value = 2.090). But in practice, it was not fully or satisfactorily achieved. There is more focus on end-results or products rather than on processes involved in a schooling system. Implications for policy and practice may include...

- Management must ensure that the processes put in force encourage cooperation at every level student to student and faculty to student.
- Head teachers ought not to depend on audits, tests, or inspections to build quality.
- Head teachers must constantly improve processes in order to enhance products; this should be guided by the following questions and answers:
Are your customers (the students and their future employers) more satisfied than they were last semester? Are the faculty members happier? Are the secretaries happier? Are the suppliers of the University happier? If the answer to a question is no, find out why and fix the situation immediately. If the answer is yes, determine what it was in the process that made it so. In any case, analyze the process to determine what changes can be made to make it better. Incremental improvements must be made every semester.
- Head teachers should also leadership instead of management; Each person in a supervisory role (including the faculty) should try to be a coach and teacher, not a judge and overseer. As put by Senge, the leader should be a designer, a creator of an environment Effective leaders will search for barriers to communication and productivity and remove them in all stages of process and product evaluation.

Eighth Factor: Development and Training

More participants had better attitudes towards development and training as an important factor of TQM (mean = 35.136, t-value = 2.146). But in practice this also falls short. The faculty could certainly be well educated in their disciplines but may be not in the art of teaching. Faculty development programmes help teachers know their jobs. Money spent on faculty and staff training has long-term payback. In addition, head teachers should teach TQM to everyone in their schools – i.e., faculty, staff, and

especially students. The more everyone knows about the management principles used on a daily basis, the easier it is for everyone to buy into the idea. It could be concluded from the study that quality requires commitment from the top, it should involve and be owned by all staff in the organization and that a culture of searching for continuous improvement should prevail, especially via ongoing training and professional development of faculty and staff. Such an approach would have a greater impact on standards, performance and, most importantly, identifying training needs in education if theory and practice from TQM practices can be regarded as relevant and comparable.

Ninth Factor: Communicating with Parents

Fewer head teachers had better attitudes towards communication with parents as an important factor of TQM (mean =32.536, t-value = 2.016). In practice, wide differences exist because of several reasons mentioned before or will be elaborated in the interviews below. Parents rarely come into contact with their children's school except when there is a problem with their children or a celebration occasion. Follow-up and parent board meetings are infrequently held. Implications for betterment of this situation could be as followed:

- Ensuring for parents that their participation and follow-up with the schools is essential for up-keeping the high standards of their children or redressing their children's achievement gaps;
- Setting a website or e-group or e-bulletins to help parents, teachers and students as well as other stakeholders to participate in the different activities of instruction, management and evaluation in a school;
- Sending regular email, mail packages, brochures and other circulators to all shareholders, especially parents to keep them updated about the school activities that are geared towards a quality management and quality instruction.

The subjects of the study have significantly positive attitudes towards total quality management. All in all, findings of the study on this part of the head teachers' questionnaire indicated that the subjects' attitudes towards TQM are significantly positive on all aspects of the questionnaire and on the total score as to qualifications/credentials, experience years, and school district. Dimension three (school district locality) showed slight differences, but still, the subjects' attitudes were significantly positive.

Informants had positive attitudes towards educational quality; they have their definitions of what educational quality and TQM are. The informants have individual conceptions of what educational quality is, relating it to the qualities of their students they wish to develop through formal schooling in their schools. These qualities cover a wide range of areas for development of the students as reflected in the items on the student as being the first client in the first factor of TQM. This reflects that the participants aim at whole person/all-around education. This could be criticised as too vague or general to be viable for implementation or measurement. In fact, it is clear that head teachers do regard TQM factors as highly important, thus having positive attitudes, in varied degrees, towards the factors chosen for this study.

In the determination of TQM factors, the participants indicated that the student is the first client in the sense that they decided for the well-being of the students. However, decisions are made mostly amongst the school principals.

Furthermore, there should be channels for communication and understanding of the needs and opinions of teachers, and students, as well as parents. The teachers can contribute through their professional knowledge and experience.

The system for monitoring, appraisal and evaluation of educational quality and TQM in the schools of the informants are not yet well-established. There are evaluation methods in schools, but none specially geared to TQM. There is a lack of guidelines for evaluation to focus on TQM, and the effectiveness of these methods relies on the department chairpersons, supervisors and principals. Besides, the principals in some

schools make use of written forms of evaluation. This is too time-consuming on the one hand, and too general for understanding the progress and effectiveness of TQM on the other. Furthermore, parents are not included in the evaluation process in any of the informants' schools.

6.5.2. Head Teachers' perceptions of their Performance and the Implementation of TQM Elements (Part B)

In this part of the questionnaire study, informants indicated that the elements and tenets of TQM are not fully or satisfactorily implemented, suggesting that the schools under analysis are far from applying some of these principles. Below is a summary of these findings:

First Factor: Concentrating on the Basic Client in the School

Most participants indicated that the student is the first, most important client in the school (mean = 26.13). This is supported by the introspective answers of the informants in the interviews. All participants in the head teacher interviews emphasise the fact that the student is the first client, and the cornerstone of the educational process.

According to one head teacher:

The student is the primary client in the school on the account that the school is an educational institution centred around the student; therefore, all activities in the schools are student-centred.

Another head teacher states:

[...] if this statement is not true we would close schools. [...] all the educational activities are for the sake of the students and to improve him.

One head teacher emphasizes that:

One of my school visions is to produce skilled and qualified students who know how they could search to learn. I always ask the teachers that are giving students more control over how they learn, whether it means letting them choose where to

go for a field trip, the criteria on which they should be graded or what book they should read next helps teach students to be responsible for their own education.

Another head teacher comments:

Of course the student is very important in the school system; all educational processes are geared to the student. In my school, for example, we emphasise the role of the student, even in extracurricular activities.

This is consistent with previous research on TQM, and also commensurate with the maxims of TQM which emphasise that the customer must be paid the most attention in order to achieve their needs and expectations (Denhardt, 1993; Sallis, 1993; Bonstingl, 1992a; 1992c).

However, few of the head teachers didn't consider the student as a first client; they have a lot of priorities in their daily work that supersede the student. One head teacher said:

In our school, we emphasise the student as being the primary client; however, some head teachers may emphasise the reputation of the school as above the student needs. For example, in extracurricular activities, head teachers may involve students far beyond their learning times just to win victory for their schools in district or national competitions which may affect the students' academic performance. To those, the reputation of the school is what matters. They need to emphasize the academic needs of achievement in students rather than formalities.

Second Factor: Continuous Improvement

Minority of participants indicated that there is continuous improvement (mean = 23.11).

Furthermore, most head teachers interviewed referred to the presence of ongoing improvements. Yet, such improvement overhauls the facilities, buildings and material resources. But, sometimes, improvement runs over into other learning and extracurricular activities. According to one head teacher:

Improvement occurs and is ongoing. I usually figure out plans for improvement during the school year; for instance, I arrange religious seminars, cultural symposia, and social meetings for students to keep abreast of the latest in the different realms of knowledge.

Another head teacher said:

At first, from the very inception of the school year, I hold meetings with heads of departments and other administrators in the school as well as with faculty and staff to discuss the academic schedule, classroom activities and arrangements, facilities and building overhauls, availability of learning resources, labs, etc. We can also meet on a monthly basis for technical reasons to discuss academic achievement levels and students' problems.

A third head teacher said, "*Improvement involves services and facilities*".

However, very few of them think so, as this last head teacher said earlier, improvement is actually in action at the level of facilities, buildings, and resources, and also at the human level, but not as it should be. Improvement, according to the opinion of head teachers involves services and facilities, but a little human component. This is counter to the opinion of teachers who reported limited improvement to resources and facilities.

One head teacher states that:

[...] we meet the heads of departments to maintain the necessary points needed for improvement such as equipping classes and labs, electricity; then we search for financial support. We make termly meetings to discuss the budget problems and try to find solutions.

Another head teacher mentioned that:

Every year we make a plan of improvement. We focus on the outer look of the school. We do our best to create a healthy atmosphere in order to attract the students to school; we also try to provide the classes with all the relevant teaching and learning equipment to improve the schools' outcomes.

That improvement is confined to facilities and material resources may be ascribed to the culture of the society – a culture of a welfare state that emphasises material improvements at the cost of other aspects of improvement such as upgrading teachers, enhancing services, etc. This constitutes an aspect of the cultural barriers intercepting the

implementation of TQM to the school administrative system in Kuwait. As is seen in the responses of the interviewees above and elsewhere, the country of Kuwait has a wealthy, welfare state, and actually, there are no budgetary or fiscal problems with funding education. The Education Indicators of the State of Kuwait state that Public expenditure on education increased steadily between 2003/04 and 2005/06 from 828 to 904 million KD in constant 2005 KD (a real increase of 9 percent in two years) (MoE, 2007). If there were to be problems that have to do with budgets or financial management, it is with monitoring and follow-up, as is with rationalisation of funding. Research on the economics of education in Kuwait emphasises this point, indicating that funding is not a problem more than rationalisation of funding and channelling it in the right paths (Al-Badri, 2005).

The opinion of head teachers is compatible with what Al-Badri (2005) and Sallis (1993) think, that improvement must be continuous and must involve facilities and services as well, in order to reach 'an integrated definition of TQM concept'.

Third Factor: School Climate

A minority of head teachers suggested that the school climate is actually relatively acceptable, but not conducive to TQM (mean = 22.13).

As for the prevalent school atmosphere, most interviewees indicated that the prevailing school climate indicates a state of honest competitiveness. According to one head teacher:

There pervades an atmosphere honest and useful competitiveness between teachers. As well, teachers are cooperative with the administration, especially in carrying out school directives and regulations.

Another head teacher says that:

[...] this depends on head teachers; some head teachers prefer to keep the school work individually or departmentally to avoid problems. Others prefer to create a

healthy climate by encouraging the cooperation between the teachers and departments. Personally, I usually try to make teams for any project or work in school which enhance the cooperative atmosphere.

Another head teacher said:

The climate of my school is competitive and I am in favour of it because the competition is considered as strong motivation between teachers or department [...], for instance: when I ask the departments to prepare a section of the year production; and offer an award to the best, they are encouraged to produce the best. Therefore, I always make them live in a competitive environment either individually or groups to present good results [...].

According to one head teacher:

The prevailing school climate is that of friendly atmosphere where mutual respect occurs; but still, there is rigidity on the part of the school administration if there is a leak with the implementation of directives and regulations. It is also an amiable climate between faculty and staff, and between faculty members; faculty members are cooperative with one another, even inter-departmentally.

One head teacher confirms that:

[...] the general atmosphere is based on love and respect. [...] good human relationships between and with teachers were developed [...] teachers are cooperative. Everybody shares if there is a model lesson [...]

There is a relationship between the organisational climate and quality management practices; this is consistent with previous research (Anderson, 1998).

Fourth Factor: Performance Evaluation of Teachers

Teacher evaluation and the teachers' performance appraisal is in action, but not measuring quality education or not conducive to TQM (mean = 15.5).

As for teaching evaluation and teacher appraisal, most teachers agreed that assessment of their teaching performance is carried out by regular visits into their classes from the head-teachers, and some times head of department including close-follow-up,

observation, and checks of their teaching note-books. However, most of the head teachers see that this is the currently employed appraisal method. One head teacher states that:

"The evaluation is made of three parts: the principal, the inspector and the head of staff. It covers the management and technical performance of the teacher".

According to one head teacher:

Teachers are evaluated based on their performance in the classroom, and on their cooperation with the administration. I may attend a teacher's classes, conduct regular visits to her, observe her teaching performance, monitor her way of dealing with the children, attend to the outcomes of her classes as represented in overall achievement levels of her classes, etc.

Another head teacher said:

Teacher appraisal is based on an assessment of her competencies as a teacher is being observed by the head teacher, the vice-head teacher, the subject supervisor, and the department head. She is also assessed academically, technically, and administratively; i.e. her academic performance, social skills, professional ethics, her abilities to carry responsibility, intrapersonal potentials such as intelligence, good manners, punctuality, her knowledge of and commitment to educational goals, and her ability to approach the students – all are assessed regularly in the first semester. Then, in the second semester, she is assessed for her overall professional performance where 40% of the total appraisal mark comes from the head teacher, 40% for the department head, and 20% for the subject supervisor.

In this line, one can detect some barriers that have to do with the administration of the application of TQM principles in Female Intermediate Schools. These administrative barriers may impede TQM because there is more focus on bureaucracy and formalities at the cost of the core of the educational process – i.e., real enhancement in teacher and student performance. One head teacher says in this respect:

The teachers are evaluated according to their efficiency. In the first term we write some notes about the teachers. We also watch her management, personal and technical performance by visiting her. But there are no criteria in our evaluation. Each principal has individual means of grading.

Another head teacher confirms:

[...] albeit, the present grading system is faulty and subjective as there are no standard criteria that can be objectively verifiable on all subscales of observation checklists. Every head teacher has her own criteria of assessment, and so do department heads and supervisors. Some head teachers use attendance as their most important criteria. When I came to this school where I work as a head teacher, I found that absence rates of teachers were higher; therefore, I set attendance criteria to be the most controlling ones for teacher appraisal [...].

One head teacher corroborates this point of view, she states:

Evaluating teachers is based on their performance and cooperation with the management through constant visits. [...] her absence and permission are not considered because we concentrate on her performance. [...] We evaluate, not inspect [...].

The literature review indicated the importance of evaluation of performance in order to assure quality and to practice TQM principles in schools. This is actually part of the accountability process. However, the system in Kuwait is faulty and needs to be restructured in order to adopt a solid and rigorous system of evaluation and accountability, a change which has been emphasised by Bush (1995). This helps the head teachers learn how to lead the school in a creative manner as there is a widespread expectation within the school community that head teachers provide several types of leadership, including, most significantly, instructional leadership (Khawaja, 2004).

Fifth Factor: School Decision Making Procedure

Head teachers think this TQM factor is weak in action or not implemented (mean = 17.98).

As far as decision-making is concerned, most head teachers' interviewed agreed that the decision-making process is conducted on a democratic, sharing, caring basis. One head teacher said:

We always follow a democratic way of decision-making; the decisions are taken after having been deliberated by the school head teacher, the vice-principal, the department heads, and some teachers. I think the participation of those elements with me is crucial as it helps share our experiences and views. Variety is inductive to creativity, which is, in turn, inductive to good, effective decision-making.

Another head teacher said:

School decisions need well-versed participants in the decision-making process; this process needs qualified administrators and other well-versed stakeholders. On a personal level, I enjoy deliberating my school decisions with my assistants, the department heads, and other participants; I enjoy listening to their views, and interacting with them; I sometimes invite parents to share with us their views before decisions that touch on their children are taken.

A third head teacher said:

Usually, we meet on a weekly basis to discuss school decisions before they are taken; I invite the vice-head teacher, the department heads, some teachers, and some parents to meet and discuss these decisions.

The information given by the head teachers as regards this factor is ambiguous; in the questionnaire, they denied that more parents or other stakeholders are involved in decision-making, but in interviews, some more said they were democratic enough to share the decision-making with others. Perhaps this is possible because the interviews involved face-to-face communication, and the questionnaires were deeply introspective, with no intrusive factors such as timidity or shyness to express their opinions openly.

Therefore, it is not always the case that head teachers involve teachers, assistants, or other stakeholders like parents in the decision-making process. This is match with teachers; senior teachers; and parents' interviews which have been discussed on previous chapter. This constitutes one important barrier to the implementation of TQM principles in Kuwait Female intermediate schools. There are reasons for this as is mentioned elsewhere; for instance, teachers are burdened with more responsibilities, and overloaded with work.

One head teacher states:

[...] I don't think that teachers wish to participate in decision making processes, they know these processes require efforts and time and a lot of meetings; and they suffer from the lack of time. We have a huge curriculum versus a short academic year. Because we have a lot of holidays and vacations; the best way to cover the curriculum is for the teacher to concentrate on her 'core' work.

The report of Education Indicators of State of Kuwait (MoE, 2007) indicates that public school students are expected to attend school for instruction for 800 hours per year in intermediate school. Intended instruction time in public intermediate schools in Kuwait, at 800 hours per year is around 109 hours less than the average for OECD countries (the OECD average is 909 hours per year). The most reason that made the academic year was short were the several holidays in the country.

This makes teachers unable to participate in the decision-making process. Head teachers may not involve teachers in decision-making or any other administrative work because of the faulty directives issued by the Ministry of Education, such as more assignments, less teachers, or more workload. One head teacher said in this vein:

[...] both teachers and parents must share in the decision making process. Unfortunately, some schools tend to keep teachers away from making decisions. Besides parents don't share, they just ask about their children achievement [...], there are many reasons that ban the teacher's contributions, for example: the lack of the teaching staff causes work overloaded; thus she doesn't have enough time to participate in the school decision making processes [...]

Another head teacher states:

More work tasks, more assignments, and yet, less devoted teachers may be one reason why teachers are not invited to the decision-teaching process unless the decisions to be taken touch them directly.

In this way, ministerial barriers involving rigorous directives and faulty or unrealistic instructions and time barriers, involving too much work with less time for accomplishment intercept the effective implementation of TQM maxims to school management in Kuwait.

However, the spirit of educational management involves more active, collaborative, and shared decision-making; this would mean viewing the school as a complex social system where different management tasks are carried out at different levels of the system by a variety of people (Caldwell & Spinks, 1988; Khawaja, 2004).

That is why many informants indicated that a democratic process of decision-making is an important factor of TQM in real-life practice.

Sixth Factor: Others' Participation

Head teachers think that others stakeholders participate in the school activities, such as regular visits; participation with suggestions and shared opinion. In fact, head teachers agreed that this is the most important factor of TQM in action in their schools (mean = 31.71).

As for the participation of stake-holders in the educational process, most head teachers said that faculty and staff inside the school participate in the educational process, but less elements from the local community may be involved. One head teacher states that:

[...] in my new strategy of school; teachers, students, parents and administrators work together more often to achieve school's goals. This involves others to make the work run smoother and faster.

Another head teacher confirms:

[...] other participation is assimilated on teachers; administrators and students in school activities as 'internal society'; however; there were limited participates from 'external society' which assimilate on parents and other schools.

In fact, there are ministerial, cultural, communicative and time barriers to which problems with the participation of others may be ascribed. The prevailing culture of 'tolerance', on the part of some parents or administrators, the culture of no accountability, and the absence of communication channels between parents and schools, or the time restrictions that impede parents or head teachers are very strong barriers to the implementation of TQM. According to the Education Indicators studies of (2007); school administrators were asked to rate the extent to which parents cooperated with them. In grade 8, only 15 percent of school administrators said that parents "always" cooperate with them, 73 percent indicated "sometimes" and 12 percent "rarely." (MoE, 2007)

One head teacher says:

Unfortunately, not everybody shares in the educational process except school's staff and some times the co op society. The whole society should share in aiding and educating the students; and participate in school improvement. However, Parents usually complain that we insulate them from schools' activities. In fact, we always invite them to join us but they are always busy or not serious.

Another head teacher states:

When we ask for some participation from some governmental body in society, they list a lot of requirements, and state that they were in high demand; so they give us a bad impression about the cooperating with them again.

A third head teacher confirms:

[...] sometimes we participate with other schools to help us make a workshop; conference or school cruises; they rarely accept that because they are busy all the year.

Perhaps the lack of administrative skills of teachers, head teachers, lack of orientation sessions for students, teachers or parents, the prevalence of rivalry, and autocratic style of management may be other strong impediments to the implementation of TQM in schools. According to one head teacher:

There are no external stakeholders from the local community who may participate in the different aspects of the educational process in my school; but I wish there were stakeholders who would participate professionally in the reform efforts in the school. In a very few situations, some parents may get involved, but most are not cooperative; many of them may be irritable at our plans and activities in the school. We need more effective elements from the local community to participate in the school activities, especially when reform is concerned. But, it is pretty difficult to invite them to participate as most give excuses not to participate.

Another head teacher said:

Inside my school, all parties concerned including staff and faculty, and even students participate in the educational process; but no parties from the local community participate, especially as far as educational goals and/or educational reform efforts are concerned.

The findings of the interviews and the questionnaire with regard to this factor is consistent with previous research that has also found a very strong link between Organisational Climate and employee reactions such as stress levels, absenteeism and commitment and participation (Rose et al., 2004; Bushwell, 2007).

Seventh Factor: Focusing on Processes and Results

More participants agreed that this factor is an important aspect of TQM and it is in action but not at a satisfactory level (mean = 21.42).

Furthermore, there is a consensus agreement amongst head teachers that most concentration is focused on the educational process in terms of process and product. One head teacher said:

[...] focus is on both process and product through [formative] assessments that take into consideration the performance of the students on a monthly basis. Follow-up of teachers is also done based on regular visits and observations of their performance, too. Weaknesses are rectified or remediated, and supported and consolidated.

Another head teacher states:

"[...] I think the head teacher should have a plan of school improvement which is checked daily. [...] as a principal of this school; any unsatisfactory services in school should be improved by identifying the obstacles and finding suitable solutions [...].

A third head teacher explains her experience in focusing on processes and results:

I usually check the quality of performance and the way that the educational processes develops, I also check the level of students by monitoring their mark sheets, progress reports, and other important information of each of the students and update it on a regular basis [...].

What is more, a fourth head teacher participates with her experience:

In our school we have Statistics of students' academic levels available to the school staff at the beginning of the academic year, and these are updated every month [...].

Another head teacher said, *"There is more focus on processes rather than on results; we think that the processes are more important for the success of the educational process; hence, ongoing follow-up and formative assessments are taken on a weekly or monthly basis"*.

This finding is consistent with what Khawaja (2004) identified in relationship to educational management as a set of integrated processes for achieving the desired education objectives. Therefore, the focus on both process and product is not only useful for the achievement of school goals, but also in monitoring for TQM and for follow-up and evaluation throughout the processes, procedures and means that direct human and physical capacities and potentials used in achieving the educational system prescribed and planned objectives (Roomi, 2000; Johnson, 1992; Bolam, 1999).

Eighth Factor: Development and Training

Fewer participants think that development and training actually constitute an important factor of Total Quality Management being in progress or is being implemented (mean = 16.82).

As for professional developmental programmes, all informants agree that there are in-service training programmes geared towards enhancing the professional growth of teachers and their classroom performance. One head teacher said:

There are two types of in-service teacher programmes: a Ministry of Education-based programme launched by the Professional Training and Development Centre (PTDC) of the Ministry. I, in my capacity, distribute the PTDC booklets and pamphlets to the teachers. I demonstrate the training programmes to teachers and heads of department to help motivate teachers to participate. In my capacity, I can also reduce the time-tables of the teachers so they can be able to participate in these training programmes. {Note: she did not mention the second type of in-service training}.

Another head teacher said:

The Ministry regularly hold open [in-service] training programmes; as well, in our school, we hold workshops and training seminars, but these are limited because of time limitations. Most of them are centred around schedule planning,

effective multimedia and instructional media development, and instructional methodologies and strategies. We invite lecturers and university professors to participate in these events [...].

Though there is a gap between actual practices and attitudes in this point, the responses from the questionnaire and the interviews confirm previous studies in that the school head-teacher plays an influential role in inducing professional development and in-service training of teachers in their schools (Seizer, 1984; Hollfer & Kilgore, 1982; Al-Jabr, 2002). One head teacher confirms that: *"[...] we must give the teachers the chance to develop their own abilities and explore their creative talents [...]"*.

In this vein, ineffective Ministry of Education training programmes, limited school-based training, work-load and time barriers could very influential impediments to the implementation of TQM in Kuwaiti FIS.

One head teacher states that:

Unfortunately, there is no time for training programmes, the teachers are overloaded with a lot of work inside school., However, many Ministerial training programmes are in the morning which conflicts with teachers' schedules.

Another one agrees that:

[...] the blame is full on the Ministry of Education, they do not employ enough teachers which causes an overloaded of work on teacher's time table.

A third head teacher clarifies her point of view about the barriers of training programmes:

The main limitation that faces the training and teacher improvement plan is the lack of motivation, they spend extra time and effort on these programs which require incentives, for example: giving them promotion, awards or certificates etc.

Another head teacher explains her experience, she states:

Every year I arrange a workshop for the new teachers to improve their skills and help them with their schedules, but this year the Ministry of Education refused to support the budget of the workshop because they said they established a centre for development and training and any teacher intending to improve herself can join this instead. Unfortunately, nobody joined these training courses [...].

Ninth Factor: Communicating with Parents

Very few head teachers think that actual communication with parents as a factor of TQM occurs in real life (mean =13.2).

There is no effective communication between head teachers and parents. On the other hand, the communication methods are ineffective because they are old and insufficient. One head teacher says:

Some head teachers encourage the programmes that enhance the relationships with parents. For example this year we organized an open day for parents, teachers and students that encouraged them to participate in school activities, we invited them by sending mobile messages for all parents.

Another head teacher states: [...] *I communicate with parents, but not directly, [...] I meet them in the urgent cases.*

Many head teachers communicate with parents who are members of the Parents Teachers Association (PTA). However, many head teachers are in touch with the families of excellent students and weak students and ignore communication during the academic year with middle level students' families and communicate with them just in emergency cases.

Communication barriers are taken as very important impediments to the implementation of TQM to schools in Kuwait, and this is ascribable to a culture of emergency as long as there are no problems with the students. In this regard, one parent said, *"Usually communication between parents and head teachers is initiated when there is a problem the student suffers from".*

Other barriers to TQM implementation that have to do with communication may be referred to administrative barriers as well, for the barriers for an effective network that inhibits the implementation of TQM. In this line, another parent observed:

[...] communication between parents and school head teachers is nearly absent because we parents usually communicate with the social worker in the school either to submit our suggestions or to discuss the problems of our children.

There is consensus of opinion, both in the questionnaire and the interviews, that the communication channels between head teachers and parents are not open or effective.

The reason might be that head teachers are too busy with the duties and responsibilities of their work as some noted in the interviews, or that the culture of the society does not encourage this kind of parent-school communication.

One head teacher confirms that:

Usually I meet parents if there is a critical issue, otherwise; they meet the deputy head teacher, parents like to complain and are always unsatisfied, therefore if I contacted them all the day would be a waste of my time [...].

Overall, the school is to blame as Jarvis (1999) thinks that a school principal must have the necessary skills that help her sustain effective communication between parents, the local community and her school.

6.6. The Mismatch between Head Teachers' Attitudes and their Perceptions of the Actual Practices of TQM.

As indicated previously, a t-test was launched to compare the attitudes of head teachers towards Total Quality Management and their actual practices and implementation of TQM principles. The findings of the t-test suggested TQM principles and their perceptions that these principles or factors are implemented in their schools. As is mentioned earlier, there is a statistically significant difference (at 0.05 level of significance where $t\text{-value} = 2.38$) between the head teachers' attitudes mean scores and the mean scores of their perceptions of the implementation of these principles. Such

findings are supported by the rich data from the interviews with the head teachers as reviewed in the above section.

Failure associated with TQM implementation is often due to the failure of managers, here school head teachers, to introduce it effectively. This is confirmed by research in other areas of TQM theory and practice (Zairi, 1994). The challenge for administrators of education, including head teachers, is to make TQM work effectively in their schools, to ensure that their organisations optimise its benefits, to develop it as a philosophy of modern management so it can address future challenges and to integrate it in our education systems.

The reasons for these gaps and several fundamental approaches for avoiding TQM are the mismatch between the capabilities of head teachers and the requirements of a TQM-driven administrative system. This mismatch greatly hinders the effectiveness of implementation of a TQM system (Chinho & Tseng, 2005).

Besides, the implementation of TQM in schools should integrate a blend of some principles and features of other paradigms such as quality assurance, incorporating a healthy climate for TQM that induces the implementation of its principles (Chin & Pun, 2002).

Furthermore, the development, maintenance and improvement of quality efforts rest significantly on several internal and external enablers that encompass the building of quality infrastructure, changes in quality culture, transfer of technology, skills and management, integration of quality management practices, and so on.

In this vein, Harris (1997) shares similar views of TQM principles and stresses customer focus, the prevalence of a healthy atmosphere, ongoing improvement, ongoing performance evaluation, and planning for TQM implementation rather than rushing into changes or to accept defeat if the system does not work initially. This is compatible with what Murgatroyd and Morgan (1993) call 'the soft qualities' of a culture that maximises the power of staff to satisfy the needs of customers or clients (students), commitment to

professionalism and professional growth of faculty and staff, and flow of communication between the head teachers and other stake-holders, especially parents.

Overall, the subjects of the study do not think that the principles of TQM are fully implemented or sufficiently applied in the schools at issue in all factors or in the total score.

Generally, the overall findings show that the implementation of TQM principles is weak and not very well supported by all dimensions of Part II of the questionnaire by the variables of the study (school district, credentials, and experience) as well as on total scores.

This means that, in response to the fourth sub-question, that there is a mismatch between the head teachers' attitudes towards TQM and the implementation of TQM principles in their leadership roles in their schools.

6.7. Conclusions

In conclusion, the researcher found that the overall concept of TQM in female intermediate schools in Kuwait as perceived by the informants who participated in this study must be understood from a variety of perspectives and at multiple levels.

At the macro level, TQM principles need to be considered, processed, and applied through the various systems and subsystems within the school district.

At the micro level, each individual who functions as a shareholder in the educational process (parents, teachers, principals, students) must practice these principles until they become intuitive. One common theme that was detected in this study is that the TQM principles are interrelated and integrative. They do not operate or become institutionalised in isolation. They interact with one another, connectedly, and this connectedness induces the eventual successful implementation of these practices. However, though informants were conscious of and in favour for the benefits of TQM, the researcher found that many components and aspects described by the informants are

not fully integrated in the culture of the schools studied or implemented by their respective head teachers.

On an end note, one may conclude that leadership for such quality approaches as TQM could be perceived as being an idea that requires 'total' attention and involvement of the head teacher in striving for quality targets, which are slightly unrealistic to achieve. The head teacher's role and tasks are very complex and require an appropriate combination of various leadership dimensions. A head teacher should consider such leadership 'dimensions' as managerial, instructional, moral, contingent, participative and transformational, while leading the betterment of a school.

Chapter Seven

Recommendations and Further Research Suggestions

7.1. Introduction

This study sought to recognise the elements of TQM practices in female intermediate schools in Kuwait, and highlight how far these are implemented. Based on the findings from the previous two chapters, the following recommendations and suggestions for further research have been suggested.

7.2. Recommendations

This study examined the beliefs, behaviours and actual implementations of TQM principles as perceived by parents, teachers and head teachers in female middle schools in Kuwait. It follows that TQM is a macro concept. Simply stated, it cannot be implemented overnight. Ahmed (2003) adeptly observes in this respect:

[...] many organisations that attempt to manage change in the maturing field of Total Quality Management under-estimate the time and effort necessary in the change process (p.130).

The successful implementation of TQM will lead to a new organisational culture that will produce high quality leadership and consequently quality education.

Therefore, the present research recommends the proliferation of an organisational culture in Kuwait' schooling institutions that caters to TQM.

The study has highlighted many routes to successful quality improvement, indicating that not all organisations follow the same formula. Still, there is sufficient experience with quality efforts in Kuwaiti intermediate schools to generalise about what a quality process entails. Summarised in the following are recommendations for making effective the TQM principles in schooling institutions in Kuwait:

General recommendations

1- Bridging the gap between the attitudes of head teachers (mostly positive) towards TQM and their actual practices in the implementation of TQM in their schools; this could be done by activate the applications of TQM in educational management as following:

- Top management must be committed. Top management must establish and communicate a clear vision of organisational philosophy; make it clear that everyone must be personally committed; allocate resources; define roles and responsibilities; invest the time to learn about quality issues; encourage communication between management and employees, among departments, and among various units and customers; be a good role model in communication and action; and monitor the process. As indicated in this study, communication methods should be strengthened between parents, community and school in order to activate these recommendations.
- Quality must be a part of organisational goals and strategies. Quality objectives should be consistent with and reinforce other strategic objectives and are integrated into ongoing business, including plans and budgets. As of this study, seminars and steering committees must be established to involve all stakeholders (parents, local community, industry and businesses, and the school as well as the university) in order to promote a TQM-based management of schools.

- Teachers, staff, and students are keys to consistent quality. Human resources practices are people-oriented with attention to employee recruitment, selection, and socialisation; reinforce the socialisation process with education and training; incorporate quality and customer service into performance appraisal and reward systems; encourage employee participation and involvement; and effectively communicate throughout the school.
- Quality standards and measurements must be customer-driven, or client-oriented (student-based). Explicit quality standards and measurement are essential. Quality leaders systematically survey their customers to receive feedback on the quality of their products and services via methods such as customer surveys, focus groups, customer complaints, and statistical quality controls.
- The quality process must be tailored to the schooling organisation.

A variety of techniques may be used to implement the quality process. No single approach is best for all situations, schools, and school districts. The process should be tailored to meet the specific organisational requirements.
- Teamwork is vital. Teamwork between head teachers, teachers, staff, and staff, and among departments is essential.
- Quality goals, standards, measurements, training, and reward systems should be integrated into an organisation's total management system, including planning, budgets, information system, and human resource management practices.
- A quality effort must be continually adapted to its organisational environment and it must be continuous.

2- Head teachers should:

- have a vision of total quality management for her school;
- have a clear commitment to the quality improvement process;
- communicate the quality message to all stakeholders, especially parents, representatives from the local community and the labour market;
- ensure that clients' (students') needs are at the centre of the school's policies and practices;
- ensure that organisational structures clearly define responsibilities and provide the maximum delegation compatible with accountability in order to assure for quality and responsibility.

3- There should be more cooperation between school administrations and teachers and other stakeholders in the local community, especially in problem-solving, extracurricular activities, and school-related decision-making.

4- The Ministry of Education in Kuwait ought to employ more teachers, downsize the classroom population by increasing teachers in number and quality, and build new schools and new classrooms.

5- The Ministry of Education must allot more to the educational budget, and should make provisions to the enhancement of education; e.g., introducing and activating the latest in educational technology, training teachers and other staff to the use of such technology in education and management, etc.

6- The Ministry of Education must revisit the administrative echelon and make necessary amendments so as to employ young head teachers capable of putting into effect the maxims of TQM in schools; effective and efficient administrations require young people with experience who can shoulder the responsibility in a better way.

7- The Ministry of Education in Kuwait is recommended to adopt a culture of quality management, and disseminate this culture in schools via training principals on the ground and through adopting a system or philosophy of TQM that is compatible with the educational system in Kuwait and its administration in order to assure quality and ensure quality outputs.

8- The following are practical recommendations for head teachers to implement TQM, monitor it, and evaluate efforts of TQM in the intermediate schools in Kuwait:

- Develop an implementation strategy;
- Start small and move slowly and carefully rather than starting in all departments;
- Begin with middle and low management and supervisors. Cultural change efforts must begin with the education of top and middle managers and supervisors. It is critical that they understand the philosophy, tools, and techniques, and their new role in the quality structure;
- Tailor the quality process to the environment. The initial training process had been designed for a manufacturing rather than a service environment (a common problem of the quality movement),
- Create a selection process for teachers, staff, supervisors and other management assistants who would participate in in-service training programmes,
- Encourage in-service training inside the school and outside of it.

Specific, research-based recommendations

The following recommendations are grounded in the findings from the present study:

1. Emphasising the role of the students as the first client in a schooling system via regular meetings between head teachers, staff, faculty and parents and encouraging students to submit regular evaluations of teachers, teaching practices and overall general student-based proposals for overall schooling reform to be regularly reported to school districts and the Ministry of Education in Kuwait;
2. Funding ongoing improvement of the school system, not only in terms of the facilities and the physical environment, but also at the level of human resources development and professional development of teachers and staff;
3. Removing negative views of teachers, lack of personal development programmes, unfair or inefficient professional evaluation systems and other variables interfering with the implementation of TQM;
4. Encouraging decision-sharing between staff, faculty and head teachers as well as involving other stakeholders from the local community
5. A board of trustees in each school with the responsibility of managing the overall institutional professional evaluation of teachers and staff, whose decisions and recommendations should be effective in recruitment and dismissal.
6. Encouraging self-evaluation of teachers and staff as well as adopting new evaluation systems for students that go consistently with professional teacher evaluation techniques, including reflective practice and portfolio assessment;
7. Encouraging shared decision making and in some cases controlled delegation of power and authority; teachers, parents and other local community elements must be empowered to share the school's decision making process;
8. There should be a shift in focus from external to internal measures of performance. In adopting TQM procedures;
9. Holding and sustaining conferences and meetings to be attended by the different stakeholders, e.g. parents, businessmen, employers, etc. to proliferate, help implement or evaluate current status of TQM practices;

10. Adopting a leadership approach that integrates process and product in evaluating the inputs and outputs of the educational process.

7.3. Suggestions for Further Research

Based on the findings of the study, the following topics are suggested for further research:

- A comparison of educators' assessments of the level of implementation of TQM tenets in selected secondary schools in Kuwait;
- Investigating Kuwaiti educators' views regarding customer focus and satisfaction, strategic planning, and process quality assurance in Kuwaiti schooling system at the elementary level;
- Exploring the effectiveness of Total Quality Management Schools and Non-Total Quality Management Schools on the quality of learning and achievement outcomes;
- Investigating the effectiveness of TQM approach on the educational organisations in intermediate female schooling in Kuwait;
- Exploring the relationship between labour market needs and the applications of TQM to educational institutions in public general schools and vocational schools,
- Assessing Total Quality Management in K-12 schooling in Kuwait;
- Comparing and contrasting two similar schools or school districts - one that is attempting to improve the quality of its performance through traditional, bureaucratic, transactional leadership practices, with one that is utilising Deming's principles of quality.

7.4. Concluding Remarks

This study has as its goal the comparison and analysis of the views of principals, senior teachers, and parents in terms of their evaluation of the level of implementation of Total Quality Management principles in selected Kuwaiti female schools from the perspectives of principals'. The specific objectives that addressed this purpose were the following:

- a. identify principles of TQM in school leaders' practices;
- b. recognizing perspectives of teachers, senior teachers, and parents of TQM in their working lives; and finally,
- c. examining if there is a mismatch between head teachers' attitudes and actual roles in implementing Quality Management principles.

Therefore, a qualitative approach of research was utilised in this study where data had been garnered through semi-structured interviews. The findings from a multi-step interview process were used to build a conceptual framework for TQM principles, their presence and applicability in Kuwaiti female schools, and then the data was analysed and used to build a questionnaire that taps into the perceptions and assessments of a sample of head teachers' as regards the applicability of TQM elements, both desired or implemented. The researcher found that the overall concept of TQM in female middle schools in Kuwait from the perspective of the participants in this investigation must be understood from a variety of views and at multiple levels. At the macro level, TQM principles need to be considered, processed, and applied through the various systems and subsystems within the school district. At the micro level, each individual who functions as a shareholder in the educational process (parents, teachers, principals, students) must practice these principles until they become intuitive. One common theme that was detected in this study is that the TQM principles are interrelated and integrative.

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Appendix 1

MINISTRY OF EDUCATION

Educational Research and
Curricula Sector

EDUCATIONAL RESEARCH & DEVELOPMENT ADMINISTRATION



وزارة التربية

قطاع البحوث التربوية والمناهج

إدارة البحوث والتطوير التربوي

التاريخ / / 14 هـ

الموافق 24 / 12 / 2005 م

الرقم : وت / م / 353

مرفقات /

السيد المحترم / مدير عام العاصمة التعليمية

أ. محمد جاسم الديان

تحية طيبة وبعد،،،

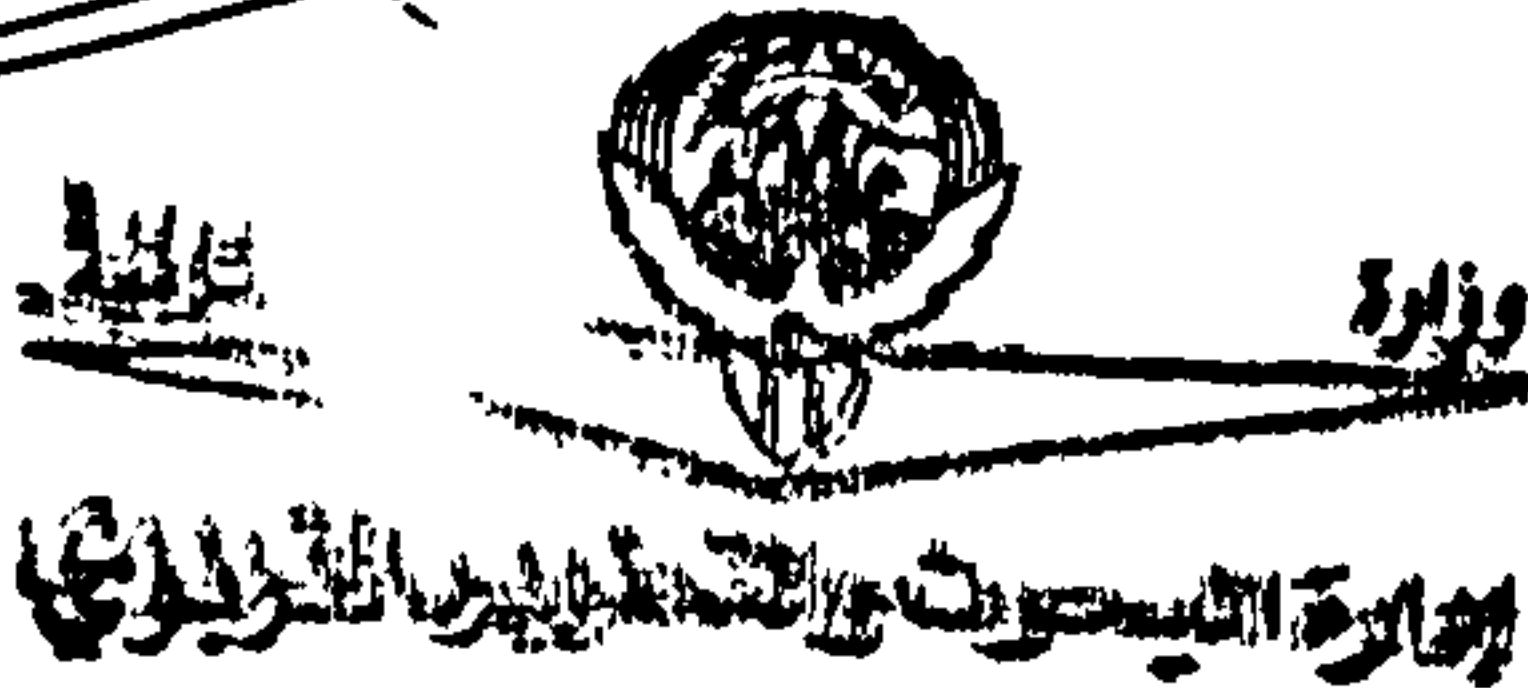
تقوم الطالبة / عروب أحمد عبد العزيز القطان المبتعثة لدرجة الدكتوراة من جامعة
نيوكاسل ببريطانيا بدراسة ميدانية بعنوان " إدارة الجودة الشاملة في إدارات مدارس المرحلة
المتوسطة " بنات "
يرجى التكرم بتسهيل مهمة المذكورة أعلاه بتطبيق أدوات الدراسة في جميع مدارس المرحلة
المتوسطة (بنات) التابعة لمنطقتكم .

شاكرين لكم تعاونكم ،،،

مع خالص التحية ،،

التائم بأعمال مدير إدارة البحوث والتطوير التربوي

د. حميد الصراف



نسخة للملف

Appendix 2

Questionnaire

Ms. Head Teacher of school respectful,

Scientific researches are undoubtedly very important and play important role in the progress of nations through reaching solutions to the current problems or through the useful inventions which contribute in the progress and welfare of the humanity.

This research is one of the researches that aim at achieving significant results and recommendations which would take part in the utmost benefit from the administrative methodology in the field of school administration work. The technique of Total Quality Management is considered as one of such techniques that have achieved a great success when applied in the field of private sector.

I want to request you to spare some time and fill the questionnaire to the best of your knowledge & accuracy. The researcher has tried her best to prepare the questionnaire as accurately and objectively as possible in order to contribute in the achievement of the objectives of this study. It may kindly be noted that your responses would be kept strictly confidential & it would be used only for the purposes of scientific research.

We would be very much grateful to you for your cooperation and appreciation of scientific research.

With regards,

Aroub Ahmad Al-Qattan
Researcher
University of Newcastle Upon Tyne

SECTION A

General Information:

Please tick (✓) as appropriate

1. Educational Area:

- (1) City

☐
- (2) Mubarak

☐
- (3) Farwaniya

☐
- (4) Hawalli

☐
- (5) Ahmadi

☐
- (6) Jahra

☐

2. Educational qualifications:

- (1) High School

☐
- (2) Bachelor degree

☐
- (3) Diploma

☐
- (4) MS / Ph.D. degree

☐

3. Number of years working in school administration:

- (1) Up to 5

☐
- (2) GT 5 ~10

☐
- (3) GT 10 ~15

☐
- (4) GT 15 Years

☐

**4. The basic client in the educational process should be:
(Kindly mark the answers in terms of your priority,
Priority = 1, means the most important item from your point of view and
Priority = 4, means the least important item)**

- (1) Student

(

)
- (2) Teacher

(

)
- (3) Guardian or parents

(

)
- (4) Society

(

)

SECTION B

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

First Factor: Concentrating on the Basic Client in the School

No	Statement	Your Attitude					Actual implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	The student should be the basic client in the educational process.	1	2	3	4	5	A	B	C	D	E
2	Extra curricular activities should be provided based on the students' opinion.	1	2	3	4	5	A	B	C	D	E
3	It is a good idea to establish targets clearly and accurately with regard to the age group of the students.	1	2	3	4	5	A	B	C	D	E
4	All available school materials should be used to serve the needs of the students.	1	2	3	4	5	A	B	C	D	E
5	It is very important to ensure that the students practice their hobbies in school.	1	2	3	4	5	A	B	C	D	E
6	Students should always meet with school administration to share their plans, activities etc.	1	2	3	4	5	A	B	C	D	E
7	Students should be involved in school council meetings.	1	2	3	4	5	A	B	C	D	E

Second Factor: Continuous Improvement

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	The education process can be improved by covering the curriculum completely.	1	2	3	4	5	A	B	C	D	E
2	Teachers should be helped to improve their performance.	1	2	3	4	5	A	B	C	D	E
3	Teachers should always be encouraged to use new educational techniques.	1	2	3	4	5	A	B	C	D	E
4	Teaching methods and course content should be discussed with the teacher by visiting her classroom.	1	2	3	4	5	A	B	C	D	E
5	Teachers should be able to choose their own teaching methods.	1	2	3	4	5	A	B	C	D	E
6	Committees should be formed to follow up the progress of low-level academic students.	1	2	3	4	5	A	B	C	D	E
7	A study should be done to compare the academic achievement of our students with those of other schools.	1	2	3	4	5	A	B	C	D	E
8	It is very important to put into action the “long-term plans” to improve the educational process.	1	2	3	4	5	A	B	C	D	E

Third Factor: School Climate

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	Health and social conditions of teachers should always be considered.	1	2	3	4	5	A	B	C	D	E
2	Team work is very important to achieve success in achieving the school aims.	1	2	3	4	5	A	B	C	D	E
3	It is very important to create a cooperative atmosphere in the school.	1	2	3	4	5	A	B	C	D	E
4	It is essential to create contact and interaction among teachers.	1	2	3	4	5	A	B	C	D	E
5	There should always be co-operation between related departments.	1	2	3	4	5	A	B	C	D	E
6	Good human relationships with teachers should be developed.	1	2	3	4	5	A	B	C	D	E
7	There is a need for close cooperation among the teachers throughout the whole year.	1	2	3	4	5	A	B	C	D	E

Fourth Factor: Performance Evaluation of Teachers

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	Teacher performance should be evaluated by visiting them in the classroom.	1	2	3	4	5	A	B	C	D	E
2	New methods should be developed to evaluate the performance of the teachers.	1	2	3	4	5	A	B	C	D	E
3	Regular interviews will help teachers to improve their professional performance.	1	2	3	4	5	A	B	C	D	E
4	Regular interviews with teachers should be used to evaluate their performance.	1	2	3	4	5	A	B	C	D	E
5	Teachers should be encouraged to perform self-evaluation.	1	2	3	4	5	A	B	C	D	E
6	Statistical methods should be used to determine quality of the school workers' performance.	1	2	3	4	5	A	B	C	D	E

Fifth Factor: School Decision Making Procedure

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	Educational issues should be discussed with teachers through available channels.	1	2	3	4	5	A	B	C	D	E
2	Teachers should be kept updated with all the Ministry's rules and regulations.	1	2	3	4	5	A	B	C	D	E
3	School staff should take part in the decision-making process.	1	2	3	4	5	A	B	C	D	E
4	Teachers' opinions should be considered important in most decisions.	1	2	3	4	5	A	B	C	D	E
5	It is important that in the educational process, facts and research should be considered as the basic resource for decision-making.	1	2	3	4	5	A	B	C	D	E
6	Parents should be allowed to take part in the decision-making process.	1	2	3	4	5	A	B	C	D	E
7	Teachers should be allowed to participate freely in the decision-making process in academic procedures (e.g. class room management).	1	2	3	4	5	A	B	C	D	E

Sixth Factor: Others' Participation

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree
(1)

Disagree
(2)

Undecided
(3)

Agree
(4)

Strongly Agree
(5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little
(A)

To a certain extent
(B)

To a moderate extent
(C)

To a large extent
(D)

To a very large extent
(E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	Visits by parents to their child's classes should be organized and arranged regularly.	1	2	3	4	5	A	B	C	D	E
2	Community centers should be invited to take part in school activities.	1	2	3	4	5	A	B	C	D	E
3	Officials should be consulted to curb security problems.	1	2	3	4	5	A	B	C	D	E
4	It is important to cooperate constantly with other schools in establishing activities.	1	2	3	4	5	A	B	C	D	E
5	Parents should be asked to share their opinions in solving their child's problems.	1	2	3	4	5	A	B	C	D	E
6	Parents should be encouraged to give their opinions and suggestions regarding the improvement of the school management.	1	2	3	4	5	A	B	C	D	E
7	Parents should be involved in solving their child's behavior problems.	1	2	3	4	5	A	B	C	D	E
8	Parents should be encouraged to supervise social activities.	1	2	3	4	5	A	B	C	D	E
9	Parents should be encouraged to support the school budget.	1	2	3	4	5	A	B	C	D	E
10	Cooperation is required between school authorities and parents to solve the psychological, sociological, and academic problems of the students.	1	2	3	4	5	A	B	C	D	E
11	Students' activities should also be shared with outside stakeholders, e.g. other schools, societies etc.	1	2	3	4	5	A	B	C	D	E
12	School should take maximum advantages of various services provided by Mega Super Markets & Co-operative Societies.	1	2	3	4	5	A	B	C	D	E

Seventh Factor: Focusing on Processes and Results

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	Implementation of the educational plan should be a daily task.	1	2	3	4	5	A	B	C	D	E
2	Statistics of students' academic levels should be available to the school staff at the beginning of the academic year.	1	2	3	4	5	A	B	C	D	E
3	It is very important to check the quality of the performance of each task.	1	2	3	4	5	A	B	C	D	E
4	Information regarding marks sheets, progress reports, and other important information of each of the students should be updated on a regular basis.	1	2	3	4	5	A	B	C	D	E
5	Test procedure should be evaluated on a regular basis.	1	2	3	4	5	A	B	C	D	E
6	It is essential to observe and trace students' academic achievements through their monthly marks.	1	2	3	4	5	A	B	C	D	E
7	Unsatisfactory services should be improved by identifying the obstacles and finding suitable solutions.	1	2	3	4	5	A	B	C	D	E

Eighth Factor: Development and Training

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	Teachers should be selected for some special training programs.	1	2	3	4	5	A	B	C	D	E
2	Teachers should be encouraged to participate in the teacher-training programmes.	1	2	3	4	5	A	B	C	D	E
3	Teachers should be given the chance to develop their own abilities and explore their creative talents.	1	2	3	4	5	A	B	C	D	E
4	Stimulating seminars should be organized for teachers to discuss school affairs.	1	2	3	4	5	A	B	C	D	E
5	Teachers should be encouraged to develop and modify the curriculum and the textbooks.	1	2	3	4	5	A	B	C	D	E
6	Workshops should be arranged at school to develop the teachers' skills.	1	2	3	4	5	A	B	C	D	E

Ninth Factor: Communicating with Parents

In this section, the first part of each question, (which is not shaded), deals with your attitude with regard to TQM. Kindly circle the option that reflects your attitude by choosing any one from (1~5) as shown:

Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5)

The second part of the question, (which is shaded), deals with the actual practice of TQM as it exists in your school. Kindly circle on the option that demonstrates what is implemented in your school on a regular basis by choosing any one from (A~E) as shown:

Very little (A) To a certain extent (B) To a moderate extent (C) To a large extent (D) To a very large extent (E)

NO	Statement	Your Attitude					Actual Implementation in your school				
		1	2	3	4	5	A	B	C	D	E
1	There should be direct communication with the parents.	1	2	3	4	5	A	B	C	D	E
2	Teachers-parents meetings should be organized on a regular basis.	1	2	3	4	5	A	B	C	D	E
3	Various schools' issues with the parents should be dealt through mutual dialogues.	1	2	3	4	5	A	B	C	D	E
4	Regular programmes should be prepared for strengthening the relationship between teachers and parents.	1	2	3	4	5	A	B	C	D	E
5	Complaints should be communicated to the parents in an effective way.	1	2	3	4	5	A	B	C	D	E

Open-ended questions:

- (1) In your opinion, what are the most apparent challenges facing the school?
- (2) In your opinion, what are the main problems facing the school?

(3) What suggestions have you for developing school performance?

Many thanks for your cooperation

Appendix 3

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بسم الله الرحمن الرحيم

الاستبيان

المحترمة

السيدة/ مديرة المدرسة

إن الأبحاث العلمية دون شك تلعب دوراً هاماً في تقدم الأمم من خلال الوصول إلى حلول لمشاكلها المعاصرة أو من خلال الاختراعات المفيدة التي تسهم في تقدم ورفاهية الإنسان.

هذا البحث واحد من الأبحاث التي تهدف لتحقيق نتائج هامة وتوصيات من شأنها أن يكون لها فائدة كبيرة في المنهج الإداري في مجال العمل الإداري المدرسي، تعتبر تقنية إدارة الجودة الشاملة واحدة من تلك التقنيات التي أمكن من خلالها تحقيق نجاح كبير عند تطبيقها في هذا المجال بالقطاع الخاص.

أرجو أن يتسع وقت سيادتكم لملأ الاستبيان المرفق بصورة دقيقة، ولقد حاولت الباحثة أن تعد هذا الاستبيان بدقة وموضوعية قدر الإمكان حتى يسهم في تحقيق أهداف هذه الدراسة، يرجى ملاحظة أن ردودكم سوف يحتفظ بسريتها وبأنه لن يتم استخدامها إلا في أغراض البحث العلمي.

نشكر لكم حسن تعاونكم وتقديركم لمجال البحث العلمي.

الباحثة: عروب أحمد القطان
جامعة نيوكاسل – كلية التربية
المملكة المتحدة

قسم أ

معلومات عامة:

ضع علامة (✓) أمام الكلمة أو العبارة المناسبة.

1- المنطقة التعليمية:

- | | | | | | | |
|--------------------------|-------------|--------------------------|------------------|--------------------------|---------------|--------------------------|
| <input type="checkbox"/> | (1) العاصمة | <input type="checkbox"/> | (2) مبارك الكبير | <input type="checkbox"/> | (3) الفروانية | <input type="checkbox"/> |
| <input type="checkbox"/> | (4) حولي | <input type="checkbox"/> | (5) الأحمدى | <input type="checkbox"/> | (6) الجهراء | <input type="checkbox"/> |

2- المؤهلات العلمية:

- | | | | | |
|--------------------------|-----------------|--------------------------|-------------------------------|--------------------------|
| <input type="checkbox"/> | (1) ثانوية عامة | <input type="checkbox"/> | (2) درجة البكالوريوس | <input type="checkbox"/> |
| <input type="checkbox"/> | (3) دبلوم | <input type="checkbox"/> | (4) درجة الماجستير/ الدكتوراه | <input type="checkbox"/> |

3- عدد سنوات العمل في إدارة المدرسة:

- | | | | | |
|--------------------------|-----------------|--------------------------|--------------------|--------------------------|
| <input type="checkbox"/> | (1) حتى 5 سنوات | <input type="checkbox"/> | (2) من 5-10 | <input type="checkbox"/> |
| <input type="checkbox"/> | (3) من 10-15 | <input type="checkbox"/> | (4) أكثر من 15 سنة | <input type="checkbox"/> |

4- العميل الأساسي في العملية التعليمية يجب أن يكون:

يرجى وضع علامة على الإجابة تبعا للأولوية التي ترونها:
الأولوية 1 = تعني العنصر الأكثر أهمية من وجهة نظركم.
الأولوية 4 = تعني العنصر الأقل أهمية تبعا لما ترونه.

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | (1) الطالب. |
| <input type="checkbox"/> | (2) المدرس. |
| <input type="checkbox"/> | (3) أولياء الأمور. |
| <input type="checkbox"/> | (4) المجتمع. |

قسم ب

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة	أعارض	متردد	أوافق	أوافق بشدة
(1)	(2)	(3)	(4)	(5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً	إلى حد ما	إلى حد متوسط	درجة عالية	درجة عالية جداً
(أ)	(ب)	(ج)	(د)	(هـ)

العامل الأول: التركيز على العميل الأساسي في المدرسة:

رقم	العبارة	الاتجاه الذي ترونه					ما يتم تنفيذه فعلياً في مدرستكم				
		1	2	3	4	5	أ	ب	ج	د	هـ
1	يجب أن يكون الطالب هو العميل الأساسي في العملية التعليمية.	1	2	3	4	5	أ	ب	ج	د	هـ
2	يجب أن يتم توفير المزيد من الأنشطة اللاصفية اعتماداً على آراء الطلاب.	1	2	3	4	5	أ	ب	ج	د	هـ
3	من الجيد أن يتم تحديد الأهداف المدرسية بوضوح ودقة فيما يتعلق بالفئة العمرية الطلاب.	1	2	3	4	5	أ	ب	ج	د	هـ
4	يجب أن يتم استخدام كافة المواد المدرسية المتاحة لخدمة احتياجات الطلاب.	1	2	3	4	5	أ	ب	ج	د	هـ
5	أنه لمن الضروري للغاية الضمان بأن الطلاب يمارسون هواياتهم في المدرسة.	1	2	3	4	5	أ	ب	ج	د	هـ
6	يجب أن تكون هناك لقاءات متواصلة بين الطلاب وإدارة المدرسة للمشاركة في خططها وأنشطتها ... الخ.	1	2	3	4	5	أ	ب	ج	د	هـ
7	يجب أن يشارك الطلاب في إجتماعات المجلس المدرسي.	1	2	3	4	5	أ	ب	ج	د	هـ

العامل الثاني: التحسين المستمر:

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلّل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة (1) أعارض (2) متردد (3) أوافق (4) أوافق بشدة (5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلّل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً (أ) إلى حد ما (ب) إلى حد متوسط (ج) لدرجة عالية (د) لدرجة عالية جداً (هـ)

رقم	العبارة	الاتجاه الذي ترونه					ما يتم تنفيذه فعلياً في مدرستكم				
		1	2	3	4	5	أ	ب	ج	د	هـ
1	العملية التعليمية يمكن تحسينها من خلال تغطية المنهج في صورة كاملة.	1	2	3	4	5	أ	ب	ج	د	هـ
2	يجب مساعدة ودعم المعلمات في تحسين أدائهن المدرسي.	1	2	3	4	5	أ	ب	ج	د	هـ
3	يجب تشجيع المعلمات دائماً على إستخدام التقنيات التعليمية الحديثة.	1	2	3	4	5	أ	ب	ج	د	هـ
4	يجب مناقشة المحتوى التعليمي و طرق التدريس مع المعلمة من خلال زيارتها في الفصل.	1	2	3	4	5	أ	ب	ج	د	هـ
5	المعلمات يجب أن تكون لهن القدرة والصلاحية على إختيار ما يستخدمونه من طرق للتدريس.	1	2	3	4	5	أ	ب	ج	د	هـ
6	يجب تشكيل لجان لمتابعة تقدم الطلاب منخفضي المستوى الأكاديمي.	1	2	3	4	5	أ	ب	ج	د	هـ
7	يجب إجراء دراسة لمقارنة الإنجازات الأكاديمية لطلابنا وما تم إنجازه في المدارس الأخرى.	1	2	3	4	5	أ	ب	ج	د	هـ
8	أنه لمن الضروري جداً أن يتم تفعيل خطط طويلة الأجل تهدف لتحسين العملية التعليمية.	1	2	3	4	5	أ	ب	ج	د	هـ

العامل الثالث: المناخ المدرسي:

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة (1) أعارض (2) متردد (3) أوافق (4) أوافق بشدة (5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً (أ) إلى حد ما (ب) إلى حد متوسط (ج) لدرجة عالية (د) لدرجة عالية جداً (هـ)

رقم	العبارة	الاتجاه الذي ترونه					ما يتم تنفيذه فعلياً في مدرستكم				
		1	2	3	4	5	أ	ب	ج	د	هـ
1	يجب دائماً مراعاة الحالة الصحية والاجتماعية للمعلمات.	1	2	3	4	5	أ	ب	ج	د	هـ
2	فريق العمل الجماعي ضروري جداً لتحقيق النجاح في الوصول إلى الأهداف المدرسية.	1	2	3	4	5	أ	ب	ج	د	هـ
3	من الضروري جداً خلق مناخ تعاوني داخل المدرسة.	1	2	3	4	5	أ	ب	ج	د	هـ
4	أنه لمن الأساسي أن يكون هناك تواصل وتفاعل بين المعلمات لبعضهن البعض.	1	2	3	4	5	أ	ب	ج	د	هـ
5	يجب دائماً أن يكون هناك تعاوناً بين الأقسام ذات الصلة.	1	2	3	4	5	أ	ب	ج	د	هـ
6	يجب تطوير العلاقات الإنسانية الجيدة مع المعلمات.	1	2	3	4	5	أ	ب	ج	د	هـ
7	هناك حاجة و ضروره لوجود تعاون عميق بين المعلمات طوال العام الدراسي.	1	2	3	4	5	أ	ب	ج	د	هـ

العامل الرابع: تقييم أداء المعلمات:

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلّل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة (1) أعارض (2) متردد (3) أوافق (4) أوافق بشدة (5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلّل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً (أ) إلى حد ما (ب) إلى حد متوسط (ج) لدرجة عالية (د) لدرجة عالية جداً (هـ)

رقم	العبارة	الاتجاه الذي ترونه					ما يتم تنفيذه فعلياً في مدرستكم				
		1	2	3	4	5	أ	ب	ج	د	هـ
1	يجب أن يتم تقييم أداء المعلمات من خلال زيارتهن في فصولهن.	1	2	3	4	5	أ	ب	ج	د	هـ
2	يجب تطوير طرق حديثة لتقييم أداء المعلمات.	1	2	3	4	5	أ	ب	ج	د	هـ
3	عقد مقابلات بصورة منتظمة من شأنها مساعدة المعلمات على تحسين أدائهن المهني.	1	2	3	4	5	أ	ب	ج	د	هـ
4	يجب استخدام المقابلات الدورية مع المعلمات لتقييم أدائهن.	1	2	3	4	5	أ	ب	ج	د	هـ
5	يجب تشجيع المعلمات على تقييم أدائهن بأنفسهن.	1	2	3	4	5	أ	ب	ج	د	هـ
6	يجب استخدام الطرق الإحصائية في تحديد جودة أداء العاملين في المدرسة.	1	2	3	4	5	أ	ب	ج	د	هـ

العامل الخامس: عملية صناعة القرار المدرسي:

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة (1) أعارض (2) متردد (3) أوافق (4) أوافق بشدة (5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً (أ) إلى حد ما (ب) إلى حد متوسط (ج) لدرجة عالية (د) لدرجة عالية جداً (هـ)

رقم	العبارة	الاتجاه الذي ترونه					ما يتم تنفيذه فعلياً في مدرستكم				
		1	2	3	4	5	أ	ب	ج	د	هـ
1	يجب مناقشة الأمور التعليمية و التربوية مع المعلمات من خلال القنوات المتاحة.	1	2	3	4	5	أ	ب	ج	د	هـ
2	يجب أن تبقى المعلمات دائماً على علم بكل ما هو حديث من قواعد ولوائح الوزارة.	1	2	3	4	5	أ	ب	ج	د	هـ
3	العاملون بالمدرسة يجب أن يكونوا جزءاً من متخذي القرار المدرسي.	1	2	3	4	5	أ	ب	ج	د	هـ
4	يجب النظر إلى آراء المعلمات على كونها هامة في معظم القرارات المتخذة.	1	2	3	4	5	أ	ب	ج	د	هـ
5	أنه لمن الضروري بالنسبة للعملية التعليمية أن ينظر إلى الحقائق والأبحاث على كونها المنبع الرئيسي لصناعة القرار.	1	2	3	4	5	أ	ب	ج	د	هـ
6	يجب السماح للآباء بالمشاركة في عملية صناعة القرار.	1	2	3	4	5	أ	ب	ج	د	هـ
7	يجب السماح للمعلمات بأن تشارك بحرية في عملية صناعة القرار بالإجراءات الأكاديمية (كإدارة الفصل الدراسي على سبيل المثال).	1	2	3	4	5	أ	ب	ج	د	هـ

العامل السادس: مشاركة الآخرين في العملية التعليمية:

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة	أعارض	متردد	أوافق	أوافق بشدة
(1)	(2)	(3)	(4)	(5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً	إلى حد ما	إلى حد متوسط	لدرجة عالية	لدرجة عالية جداً
(أ)	(ب)	(ج)	(د)	(هـ)

رقم	العبارة	الاتجاه الذي ترونه					ما يتم تنفيذه فعلياً في مدرستكم				
		1	2	3	4	5	أ	ب	ج	د	هـ
1	يجب أن يتم تنظيم وترتيب زيارات الآباء لفصول أولادهم بصورة منتظمة.	1	2	3	4	5	أ	ب	ج	د	هـ
2	يجب دعوة مراكز المجتمع للمشاركة في الأنشطة المدرسية.	1	2	3	4	5	أ	ب	ج	د	هـ
3	يجب إستشارة المسؤولين للتغلب على المشاكل الأمنية.	1	2	3	4	5	أ	ب	ج	د	هـ
4	أنه لمن الضروري أن يكون هناك تعاون مستمر مع المدارس الأخرى لتنظيم الأنشطة المشتركة للطلاب.	1	2	3	4	5	أ	ب	ج	د	هـ
5	يجب مطالبة الآباء بالمشاركة بأرائهم في حل مشاكل الطلاب.	1	2	3	4	5	أ	ب	ج	د	هـ
6	يجب تشجيع الآباء على إبداء آرائهم ومقترحاتهم بخصوص تحسين إدارة المدرسة.	1	2	3	4	5	أ	ب	ج	د	هـ
7	يجب أن يشارك الآباء في حل المشاكل السلوكية لأطفالهم.	1	2	3	4	5	أ	ب	ج	د	هـ
8	يجب تشجيع الآباء للإشراف على الأنشطة الاجتماعية.	1	2	3	4	5	أ	ب	ج	د	هـ
9	يجب تشجيع الآباء على دعم الميزانية المدرسية.	1	2	3	4	5	أ	ب	ج	د	هـ
10	التعاون أمر مطلوب بين الجهات المدرسية والآباء لحل مشاكل الطلاب النفسية والاجتماعية والدراسية.	1	2	3	4	5	أ	ب	ج	د	هـ
11	يجب أن يشارك في أنشطة الطلاب بعض الأطراف من خارج المدرسة كالمدارس الأخرى والجمعيات التعاونية على سبيل المثال.	1	2	3	4	5	أ	ب	ج	د	هـ

12	يجب أن تستفيد المدرسة بأقصى قدر من مميزات الخدمات المتنوعة التي يتم توفيرها من قبل الجمعيات التعاونية.	1	2	3	4	5	أ	ب	ج	د	هـ
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العامل السابع: التركيز على العمليات والنتائج:

في هذا القسم يتناول الجزء الأول من كل سؤال (الجزء الغير مظلل) توجهاتكم وموقفكم حول عناصر إدارة الجودة الشاملة، يرجى وضع دائرة حول الاختيار الذي يعكس اتجاهكم، وذلك باختيار واحدة من الإجابات من 1-5 كما هو مبين:

أعارض بشدة	أعارض	متردد	أوافق	أوافق بشدة
(1)	(2)	(3)	(4)	(5)

يتناول الجزء الثاني من هذا السؤال (الجزء المظلل) الممارسة الفعلية لإدارة الجودة الشاملة كما هي موجودة في مدرستكم، يرجى وضع دائرة حول الاختيار الذي يمثل ما يتم تنفيذه في مدرستكم بصورة منتظمة، وذلك باختيار واحدة من الإجابات من أ-هـ كما هو مبين:

قليل جداً	إلى حد ما	إلى حد متوسط	لدرجة عالية	لدرجة عالية جداً
(أ)	(ب)	(ج)	(د)	(هـ)

رقم	العبارة	الإتجاه الذي ترونه	ما يتم تنفيذه فعلياً في مدرستكم
		1 2 3 4 5	أ ب ج د هـ
1	يجب إعتبار تنفيذ الخطة التعليمية من المهام اليومية.	1 2 3 4 5	أ ب ج د هـ
2	يجب تزويد العاملين بالمدرسة بالإحصائيات الخاصة للمستويات الأكاديمية للطلاب منذ بداية السنة الدراسية.	1 2 3 4 5	أ ب ج د هـ
3	أنه لمن الضروري جداً أن يتم فحص جودة أداء كل من المهام واحدة بواحدة.	1 2 3 4 5	أ ب ج د هـ
4	يجب تحديث المعلومات ذات الصلة ببطاقة الدرجات وتقارير تقدم الطلاب والمعلومات الهامة الأخرى لكل طالب بصورة دورية.	1 2 3 4 5	أ ب ج د هـ
5	يجب تقييم طريقة الإختبارات بصورة منتظمة.	1 2 3 4 5	أ ب ج د هـ
6	أنه لمن الضروري أن يتم مراقبة وملاحظة مدى التقدم في الإنجازات الأكاديمية للطلاب من خلال درجاتهم الشهرية.	1 2 3 4 5	أ ب ج د هـ

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(2) في رأيكم الشخصي ما هي المشاكل الأساسية التي تواجه المدرسة.

(3) ما هي مقترحاتكم لتطوير الأداء المدرسي.

شكراً على تعاونكم.

Appendix 4

Dear Teacher/Senior teacher.

This interview is a part of research study on Total Quality Management in Intermediate Female schools in the state of Kuwait.

The study is based on many aspects including the opinion of the teachers and senior teachers about the performance of the principal. It is our pleasure to have your opinion and feedback regarding the actual performance of the principal from your point of view working staff.

Your response will be of great benefit which will contribute to the progress and welfare of our community.

Please note that any responses will be recorded and kept strictly confidential

Thanks for your kind cooperation.

Aroub Al-Qattan
Researcher

First: Personal information

Name:

Age:

Qualification:

Occupation:

School's name:

Sector:

Years of teaching experience:

Second: The Questions of Interview:

1. In your daily work, is the student considered to be the primary client at school? If yes, can you give me some examples? Does this view have any outcomes? If no, why is this so?
2. Is there continuous improvement in your career in school? Have you benefited from this?
3. Could you describe the atmosphere in your school? Do you think it is collaborative or competitive? Which is better for school improvement? How?
4. How is teaching evaluated in your school? Do you think that this approach improves your performance as a teacher? If yes, How? If no, why not?
5. Are all Staff members involved in the educational process? Is it important for this to happen? Why?
6. How are school decisions made? Who is involved in the decision-making process? What are decisions based upon?
7. Is there any concentration on both processes and results at school, or are they separated? How? Is there any effect or benefit of that?
8. Is there professional development in your school? If so, what does this involve? Do you think professional development is beneficial and effective for school performance?

Appendix 5

Dear guardians/ parents.

This interview is a part of research study on Total Quality Management in Intermediate Female schools in the state of Kuwait.

The study is based on many aspects including the opinion of the guardians/ parents about the performance of the principal. It is our pleasure to have your opinion and feedback regarding the actual performance of the principal from your point of view as a parent or guardian.

Your response will be of great benefit which will contribute to the progress and welfare of our community.

Please note that any responses will be recorded and kept strictly confidential.

Thanks for your kind cooperation.

Aroub Al-Qattan
Researcher

Interview's questions:

1. Does the head teacher cooperate with parents? In what way? Can you give examples?
2. How does the head teacher communicate with you? Do you think his communication methods are effective?
3. Does the head teacher fulfil your desires?

-If yes, in what way?

- If no, why not?

4. What are the school's decisions which you have participated in? How did you feel about this?

5. Are you involved in school activities?

- If yes, how?

- If no, why?

Appendix 6

In the Name of God

Dear guardians/ parents.

This survey is a part of research study on Total Quality Management in Intermediate girls schools in the state of Kuwait.

The study is based on many aspects including the opinion of the guardians / parents about the performance of the principal. It is our pleasure to have your opinion and feedback regarding the actual performance of the principal from your point of view as a parent or guardian.

Kindly answer the questions involved in this survey. Your response will be of great benefit which will contribute to the progress and welfare of our community.

Please note that any responses will be kept strictly confidential, seen by only the researcher and her supervisor.

Thanks for your kind cooperation.

Aroub Al-Qattan
Researcher
(PAAET)

SECTION A

General Information:

Please tick (✓) as appropriate

1. Educational Area:

- | | | | | | |
|-------------|--------------------------|-------------|--------------------------|---------------|--------------------------|
| (1) City | <input type="checkbox"/> | (2) Mubarak | <input type="checkbox"/> | (3) Farwaniya | <input type="checkbox"/> |
| (4) Hawalli | <input type="checkbox"/> | (5) Ahmadi | <input type="checkbox"/> | (6) Jahra | <input type="checkbox"/> |

2- Number of your daughters in the intermediate school.

3- Kinship:
Mother ☐ Father ☐ Relative ☐

Model to answer questions of the survey.

Please tick (✓) as appropriate

No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
		1	2	3	4	5
1-	The principal always tries to involve me in the educational process.					

No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
		1	2	3	4	5
First: Cooperation of the principal with the guardian / parents.						
1-	The principal cooperates with me in all student-related issues.					
2-	The principal cooperates with me to get round administrative obstacles.					
3-	The principal cooperates in establishing the activities proposed by the guardians/ parents.					
4-	The principal cooperates with me in solving any problems.					
Second: Communication of the principal with the guardians/ parents.						
1-	The principal communicates with me frequently.					
2-	The principal contacts me personally to solve whatever issues relate to my daughter(s).					
3-	The principal communicates with me only through parents' council.					
4-	The principal provides modern ways through which to communicate with me.					
5-	The principal communicates only with the guardians/ parents of girls who are weak academically.					
6-	The principal keeps me regularly updated.					
Third: The principal meets the desires of the guardians/ parents.						
1-	The principal always seeks to meet my needs and demands.					
2-	The principal responds to my suggestions about school activities.					
3-	The principal seeks to know how much I am satisfied with the school performance using various methods (e.g. surveys).					
4-	I notice the application of some suggestion submitted by the guardians/ parents. How would a parent know what others had suggested?					

Fourth: The principal involve parents in educational processes and decision making.					
1-	The principal encourages me to participate in school decision making.				
2-	The principal welcomes my opinions and suggestions and takes them into consideration.				
3-	The principal encourages me to attend school activities.				
4-	The principal encourages me to attend my daughter's classes to have a good idea about her performance.				
5-	The principal seeks to obtain the financial support from me for school activities				
6-	The principal invites me to be involved in preparing and organizing some of the school activities.				

Thank you for your positive cooperation.

Appendix 7

Dear Head teacher of school,

Scientific researches are undoubtedly very important and play important role in the progress of nations through reaching solutions to the current problems or through the useful inventions which contribute in the progress and welfare of the humanity.

This research is one of the researches that aim at achieving significant results and recommendations which would take part in the utmost benefit from the administrative methodology in the field of school administration work. The technique of Total Quality Management is considered as one of such techniques that have achieved a great success when applied in the field of private sector.

I want to request you to spare some time and participate in an interview to the best of your knowledge & accuracy. The researcher has tried her best to prepare the questions of interview as accurately and objectively as possible in order to contribute in the achievement of the objectives of this study. It may kindly be noted that your responses would be recorded and kept strictly confidential & it would be used only for the purposes of scientific research.

We would be very much grateful to you for your cooperation and appreciation of scientific research.

With regards,

Aroub Alqattan
Researcher

First: Personal information

Name:

Age:

Qualification:

School's name:

Sector:

Years of teaching experience:

Years of administrative work:

Second: Interview Questions

1. Based on your educational experience, how is the student treated as the primary client in your school? Give examples.
2. As a head teacher, what are your plans for improvement during this academic year?
3. What is the prevalent school atmosphere in your school?
4. How is the teacher's performance evaluated in your school?
5. What are the stake-holders who are involved in the educational process in your school? How do they get involved?
6. How are decisions made in your school? On what basis are your decisions taken?
7. How is there a focus on both process and product of the educational system in your school?
8. How are teachers' skills and competencies developed?
9. How do you get along with the parents?
10. How does the school administration fulfil the desires and demands of parents?